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ABSTRACT

Papers related to the work of the Bloomington Conference (April, 1968) for foreign language education improvement and standardization, particularly in teacher training programs, are presented in this special publication. A major effort is made at establishing the idea that good foreign language programs require cooperation between the subject oriented, liberal arts representatives and the faculty of the schools of professional education. Concepts of vital importance relating to the concepts of "level", individualized instruction, teacher training programs, FLES, articulation of foreign language programs, and guidelines for the evaluation of such programs are discussed at length. Additional material on the National Defense Education Act, culture, teacher-made tests, and oral proficiency is included with well defined samples of model foreign language programs and lists of problematic areas. (RL)

The Office of the
Superintendent of
Public Instruction
State of Illinois
Ray Page
Superintendent

ED034448

TOWARD EXCELLENCE IN FOREIGN LANGUAGE EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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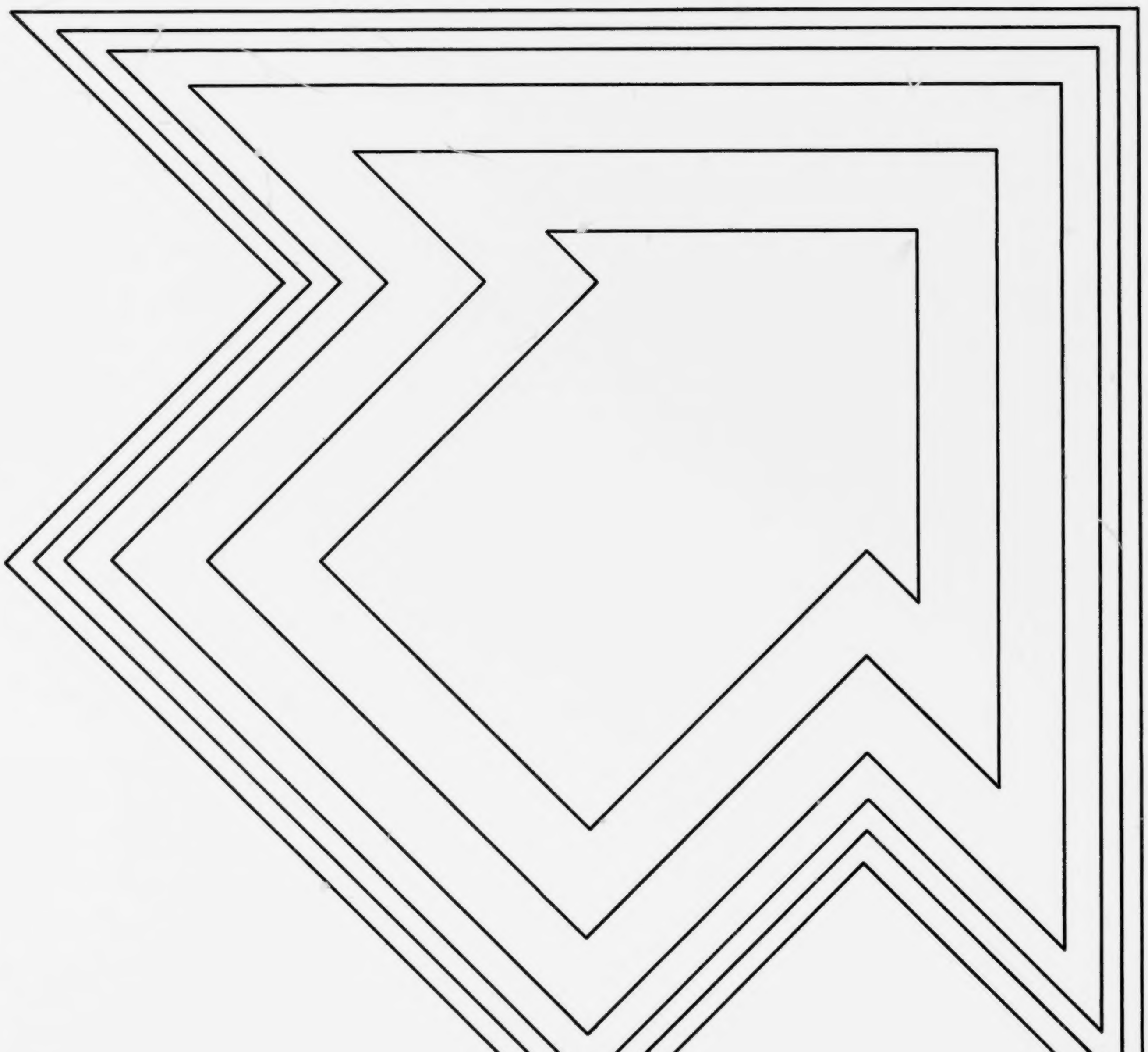
Our habits follow us even when they
no longer serve any purpose.
Marcel Proust



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TOWARD EXCELLENCE IN FOREIGN LANGUAGE EDUCATION

A Special Publication
of the
Office of the Superintendent of
Public Instruction, State of Illinois
Ray Page
Superintendent

a contribution to the
Illinois Sesquicentennial
Celebration

for the improvement
of foreign language education
in our schools

Edited by
Pat Castle and Charles Jay
1968

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We hear a great deal of talk about the communications revolution. The journey from air mail to telstar in little more than a generation has had a radical impact on the content and context of human communications. What has not changed is the basic concept of "language" as the translation of ideas and information into mutually understandable symbols and sounds. The key to communication, whether it be a contemplative perusal of Homer or an intercontinental phone call in a moment of international crisis is still "mutual understanding".

But the pace of transportation and communication has quickened. We are more often caught up in the immediacy of face-to-face conversation and confrontation. The importance of translation as a bridge across language barriers becomes more apparent.

These language skills can and are being taught in our schools with expanding emphasis and encouraging results. The growing need and the growing awareness of the need to master language as a communication skill are placing a serious responsibility on our educators. You are reaching out to meet it with the skill and dedication that has through our history built a system of education that responds to the present as it leads confidently into the future.

CHARLES H. PERCY,
United States Senator

The teaching and study of foreign languages must be conceived and directed in terms of the condition of mankind in the twentieth and twenty-first centuries. We must realize clearly that science and technology have created a world profoundly different from anything that man has known during the million years or more since he appeared on the earth. We have been catapulted into an age that marks the closing of a major cycle in history. Since he moved out from some Garden of Eden man has taken possession of the entire land surface of the planet. In this long process of migration, conquest, and settlement the several races and varieties of *homo sapiens,* the many languages, cultures, religions, ethical codes, and political systems were formed. Now, with all of our differences, ignorances, and prejudices, we are back in the little Garden. Since distance has been annihilated, the most fateful question confronting mankind in the coming years is whether the peoples of the world can learn to live together in peace, tolerance, and friendship. Without communication this will be impossible. Hence the learning of other languages and cultures assumes a crucial and revolutionary significance in the present and the coming age.

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FOREWORD

Foreign language education in Illinois is moving toward excellence in a significant and encouraging manner. Foreign language teachers have every reason to be optimistic about certain recent developments which should improve the quality of foreign language instruction at all levels of learning.

The cause of foreign language education, and teacher-training programs in all other subject areas, will be more adequately served when we have achieved better communication between spokesmen for liberal arts and for professional education. Those two essential ingredients, thorough knowledge of subject matter and the ability to teach it well, are inseparable if we are to have effective teaching in our schools.

For that reason, the staff of the Office of the Superintendent of Public Instruction takes pride in the success of the Bloomington Conference which was held in April, 1968. This publication, an outgrowth of that important meeting, attempts to amplify the work accomplished there, as well as to describe other recent developments in foreign language education.

The Foreign Language Supervisors in the Office of the Superintendent of Public Instruction are eager to serve the cause of good foreign language education in Illinois. Their desire is really quite basic: to assist all who are genuinely interested in the future of their profession as it strives to move "toward excellence in foreign language education".

Ray Page

Superintendent of Public Instruction

CHAPTER I

NDEA: National Interest Legislation

Doctor Paul E. Woods
Director, Title III, NDEA
Office of the Superintendent of Public Instruction

In the spirit of perfect candor there is much truth in the often heard charge that the National Defense Education Act of 1958 was primarily an attempt to meet the immediate needs of national defense rather than to develop long-range programs for the improvement of American education. The use of the word "Defense" in the bill indicated the intent of Congress to correct the imbalances in American education which had endangered American security. The role played by the federal government in this emergency legislation, prompted by Sputnik, is history.

It strikes me in a convincing manner that the Title III, NDEA program has passed from its early "crash" program designation to something more accurately resembling aid to general education. When Congress extended the Act in 1964, while adding the new subject areas of English, reading, civics, geography, economics, and history, there was a realization of the need to support those subject areas which were in the national interest rather than merely those necessary for national defense. While national security is still important, the primary goal now is to improve the qualitative aspects of *all* American education.

NDEA in Illinois

The consequences of Title III of the National Defense Education Act with regard to foreign languages have been noteworthy. In addition to an acquisition program which has aided every school district in the State, Title III, NDEA has assumed broader supervisory dimensions in the schools. This is as it should be if both "hardware" and "software" are to be used most effectively by classroom teachers. The narrative reports which are submitted by this Office to the United States Office of Elucation reflect the wide range of activities of the four foreign language supervisors in Illinois. Deep pride is derived from our in-service training program for foreign language teachers. Since the inception of Title III, NDEA in Illinois 144 workshops have been conducted for foreign language teachers. The concern for quality teaching is but one of the by-products of a materials and acquisition program which has amounted to approximately $4,500,000 in Illinois since 1958.

Summary of FL Goals

John S. Diekhoff has listed in a publication for the Modern Language Association, *NDEA and Modern Foreign Languages,* a summary of recommendations pertaining to the goals and curriculum of modern foreign languages. These are as follows:

1. The profession should establish reasonable goals of language study for students of different ages and for different sequences of language study. It should provide guidance in planning the educational program not in ideal but in practical terms.
2. When a language program is initiated, it should be with the expectation of developing it into a sequence that can result in a reasonable language competence. Without that expectation, it should not be initiated.
3. A school system with a language program should make language instruction available to its students until they graduate, at whatever point it begins. Early beginnings should continue through grade 12.
4. The same warnings against faddishness with reference to FLES programs apply with reference to the introduction of exotic languages in secondary schools.
5. The language program should be planned from the top down. It is folly to begin a FLES program that will be discontinued in junior high school. It is unwise to introduce into a school instruction in a second foreign language before a full sequence (at least four years) is established in the first foreign language.
6. There is need for continuing conferences and other means of communication among language teachers at various school levels. Some conferences should from time to time address themselves to the coordination of language programs at the several school levels.
7. Well-planned sequential programs of language instruction beginning at different ages and grade levels are needed, as are appropriate materials for them.
8. Courses in which the freshman continues collegiate study in a foreign language in which he has fairly advanced skills should be reexamined.
9. College courses for students beginning their second or third foreign language should not be the same as for students beginning their first foreign language.
10. There is need for further research on supplementing the study of literature with the study of other aspects of culture.
11. If the foreign language and education faculties of an institution or a group of such faculties wish to accomplish curricular reforms, they might well spend a summer month or a whole summer in conference to draft proposals for change to be submitted to their faculty colleagues. NDEA support might be made available for this activity.

It would seem to a layman, such as I, that the foreign language supervisors in the Office of the Superintendent of Public Instruction have worked toward a fulfillment of these recommendations. The tone of the articles to follow and the "Guidelines for Evaluating Foreign Language Programs" at the conclusion of this publication reflect, in concrete terms, an awareness of the problems which still confront meaningful foreign language instruction.

My staff and I take great pride in the contributions, direct and otherwise, which Title III of the National Defense Education Act has made on behalf of foreign languages, not only in Illinois, but throughout the nation.

New Optimism and Co-operation in Foreign Language Education . . .

CHAPTER II

The Bloomington Conference: Hope and Promise

Pat Castle and Charles Jay
Foreign Language Supervisors
Office of the Superintendent of Public Instruction

During the past several years, foreign language supervisors in the Office of the Superintendent of Public Instruction have become increasingly aware of the need to improve the quality of foreign language teacher education in Illinois. The glaring weaknesses in meaningful instruction, which members of this Office have observed in their visits to foreign language classrooms throughout the State, revealed a pressing need for a discussion of common problems by those representative spokesmen who are instrumental in the preparation of teachers of foreign languages.

Illinois Conference for the Standardization of Foreign Language Education

The urgency of this situation, precipitated by a lack of communication among leaders in the fields of education and foreign languages as to what ought to be the elements in effective teacher preparation and the goals of such training, led to the Bloomington Conference on April 19 and 20, 1968. This important meeting was entitled the Illinois Conference for the Standardization of Foreign Language Education. A cross-section of those in attendance at this conference indicated the following balanced representation: foreign language department chairmen and deans of colleges of education from fourteen public and private universities which have the largest foreign language teacher-training programs in the State; four Foreign Language Supervisors from the Office of the Superintendent of Public Instruction; the Director of Foreign Languages for the Chicago Board of Education; the Executive Secretary of the Illinois State Teacher Certification Board; and several authoritative spokesmen of special problem areas.

Common Problems Determine the Agenda

Some of the specific problems of foreign language teacher education which led to the Bloomington Conference may be listed as follows:

1. presence of an alarmingly high percentage of teachers in Illinois, many with only a minor in the language, who have not had sufficient training in the methodology of effective foreign language teaching
2. many future foreign language teachers in current teacher-training programs who are still not offered a methodology course taught by a specialist in the language
3. insufficient proof of competence by many teachers in the four skills of language learning
4. the existence of teacher-training programs for foreign language majors and minors which continue to stress literary competence in the language at the expense of adequate linguistic and cultural training
5. the persistent belief by some administrators and counselors that a two-year high school program is sufficient and that upon completion of the course, students may continue successfully the next sequential level in college
6. a general lack of understanding as to the meaning of the word "level" as it applies to foreign language learning and how it differs from "year"
7. the mistaken impression of many teachers that the material in a Level I textbook can be mastered in one year
8. the failure of college catalogues to state performance requirements necessary for placement in terms of "levels" rather than "years"
9. the scarcity of individualized teaching in beginning classes in elementary and secondary schools because of too many students and too many classes per day
10. no clearly defined minimum requirements for elementary foreign language teacher certification
11. inability of most teachers to select and use appropriate audio-lingual-visual equipment and materials
12. lack of cooperative supervision of practice teaching by foreign language departments and colleges of education
13. paucity of concern on the part of the universities in assuming direct responsibility for raising their own departmental requirements above the minimum teacher certification requirements of the State of Illinois
14. relative non-existence of follow-up studies by the colleges and universities of their graduates to determine weaknesses in teacher-training programs.

It can be seen quite readily that there is embodied here a wide gamut of questions pertinent to the entire field of foreign languages. But all of them do, either directly or indirectly, revert to several broad areas of consideration — all related to a need to standardize the goals of foreign language education throughout the State of Illinois. The Bloomington Conference symbolized the realization that many of these problems must be faced jointly by foreign language and education departments. For spokesmen of the two fields to meet formally to discuss these problems and to agree upon common resolutions was the breaking of historical precedent in Illinois. There have been many requests that such meetings will be repeated so that the old resentments between spokesmen for "education" and the "humanities" will be mitigated by the common concern which both feel for good foreign language education. Hinting at previous difficulties in communication between the two groups, the official program for the Bloomington Conference observed that "It is impossible to achieve success in reaching . . . goals without better understanding between the departments of foreign languages and the colleges of education."

Resolutions of the Bloomington Conference

Following the various panel discussions, whose topics the reader may find in the attached reprint of the conference program, participants formulated and agreed upon resolutions which they felt should be followed by those who are moving toward excellence in foreign language education. The resolutions of the Illinois Conference on the Standardization of Foreign Language Education are:

1. **All high schools should offer at least one foreign language which students are encouraged to study for at least three years.**
2. **Foreign language educators should endorse the levels of achievement as stated in "Description of Competence by Levels" which were defined by Nelson Brooks and others in Language Instruction: Perspective and Prospectus. (See page 8) These levels should be used as guidelines for preparing goals of instruction and should also serve as evaluative criteria for foreign language programs.**
3. **Participants of this conference agree that if foreign language study is started in high school, at least three years are usually necessary to complete the proficiency requirements of Level II.**
4. **In order to achieve good articulation from high school to college courses, it is recommended that students who have completed a three-year foreign language sequence in high school continue their foreign language training at the college or university level by taking a course which is the equivalent of Level III.**
5. **College foreign language requirements and prerequisites should be clearly stated in the college catalogues in terms of levels rather than years.**
6. **It is the responsibility of all foreign language teachers to inform the guidance counselors of the meaning of the term "level" and how it differs from "years" of study.**
7. **Because a qualitative audio-lingual-visual foreign language program requires an individualized teaching process, teachers should not have more than one hundred students or five classes per day.**
8. **Each college and university in Illinois whose graduates will be certified to teach a foreign language should have a foreign language methods course taught by a specialist in the teaching of foreign languages.**
9. **All prospective graduates who will be certified to teach a foreign language, either as a major or minor field of study, must complete a foreign language methods course. Those teaching foreign languages at the college level should, likewise, have taken a course in the art of teaching a foreign language.**
10. **Prospective teachers should demonstrate competence in the four basic skills: comprehension, speaking, reading, and writing. The oral skills must include: a) acceptable accent, intonation, fluency; b) linguistics as it pertains to the teaching of foreign languages; c) phonetics, morphology, etc., as they pertain to the science of sound production.**
11. **Minimum requirements should be established for teachers of foreign languages in the elementary school.**

12. **All prospective foreign language teachers, prior to beginning their teaching experience, should be very strongly encouraged to spend time in a country where the language is spoken.**
13. **The responsibility for the supervision of practice teaching should be shared by the foreign language and education departments working cooperatively in teams who plan, organize, and conduct the supervising and evaluating visits to the student teachers.**
14. **Foreign language organizations should join with other organizations that are interested in the education of teachers to support a stronger program of certification through institutionally credited programs, rather than trying to modify certification by pressure groups involving legislative action.**
15. **Commendation should be extended to those teacher-training institutions who conduct follow-up studies of their graduates. College personnel should visit their recent graduates to ascertain performance in the classroom.**
16. **College foreign language placement exams should test language competence rather than intelligence.**
17. **The Office of the Superintendent of Public Instruction should publish resolutions of this conference and present them to the following organizations: Illinois Curriculum Council; Illinois Teacher Education and Professional Standards Commission; Illinois Association of School Administrators; Illinois Foreign Language Teachers Association; American Associations of Teachers of Spanish and Portuguese, French, German, and Slavic and East European Languages; and other professional associations.**

The Question of "Levels"

Inasmuch as several of these vital resolutions deal with the topic of "levels", we are reprinting here the "Description of Competence by Levels" which has been previously mentioned (Brooks, Nelson; Hockett, Charles F; O'Rourke, Everett V., *Language Instruction: Perspective and Prospectus,* California State Department of Education, January, 1963):

> The boundaries between successive levels must be recognized as somewhat arbitrary, since the learning of a language is in a sense continuous and unending. However, it is possible to specify approximately what should be achieved by the end of each level. This achievement can be neither described nor tested in terms of the amount of time the learner has spent in class or the number of pages he has "covered" in a textbook. Such information is useful, but must be supplemented by answers to questions as these:
>
> How well can the student perform in the four basic skills?
> In what situations is he at home?
> How well does he control the sounds of the target language?
> What patterns can he use with accuracy and fluency when he speaks and writes?
> How extensive is his passive vocabulary as he listens and reads; his active vocabulary as he speaks and writes?
> What literary texts has he read and studied?
> What cultural information has he assimilated?
> How well can he retell what he has heard and read?
> How well can he initiate talk and writing on his own?
>
> What the student should be able to do by the end of each of the first four levels is briefly outlined here. For the sake of explicitness, we mention such matters as tense, gender, and number. This renders the outline directly applicable only to the more familiar languages of Western Europe. Specialists in such less familiar languages as Chinese and Japanese bear the responsibility for appropriate adaptation. Such adaptation is also necessary for languages that have more complex or alien writing systems.

LEVEL I

Demonstrate, in hearing and in speaking, control of the whole sound system.

- Repeat the account of a brief incident as he hears it read, phrase by phrase.
- Retell aloud such an incident after repeating it in this way.
- Participate (with a fluent speaker) in a dialogue about any one of perhaps twenty situations.
- Read aloud a familiar text.
- Write a familiar text from dictation.
- Rewrite a simple narrative containing familiar material, making simple changes in tense.
- Do orally and in writing exercises that involve a limited manipulation of number, gender, word order, tense, replacement, negation, interrogation, command, comparison, and possession.

LEVEL II

Demonstrate continued accurate control of the sound system.

- Demonstrate accurate control, in hearing and in speaking, of all the basic syntactic patterns of speech.
- Read aloud a text comparable in content and style to what he has studied.
- Demonstrate the ability to understand through listening a variety of texts prepared for comprehension by the ear.
- Write from dictation a text he has previously examined for the details of its written forms.
- Demonstrate adequate comprehension and control of all but low-frequency patterns of syntax and unusual vocabulary encountered in printed texts.
- Have firsthand knowledge of one to two hundred pages of readings of a cultural and literary nature, be able to discuss orally, and to write acceptable sentences and paragraphs about their contents.

LEVEL III

Demonstrate continued accurate control of the sound system.

- Demonstrate accurate control, in hearing and in speaking, of all the basic syntactic patterns of speech.
- Read aloud a text comparable in content and style to what he has studied.
- Demonstrate the ability to understand through listening a variety of texts prepared for comprehension by the ear.
- Write from dictation a text he has previously examined for the details of its written forms.
- Demonstrate adequate comprehension and control of all but low-frequency patterns of syntax and unusual vocabulary encountered in printed texts.
- Have firsthand knowledge of one to two hundred pages of readings of a cultural and literary nature, be able to discuss orally, and to write acceptable sentences and paragraphs about their contents.

LEVEL IV

Read aloud an unfamiliar printed text.

- Write from dictation, (a) following a preliminary reading and (b) without a preliminary reading, passages of literary prose.
- Converse with a fluent speaker on a topic such as a play seen, a novel read, a trip taken, or a residence lived in.
- Read in a text; then, in writing, (a) summarize its contents and (b) comment on the ideas expressed.
- In a page or two of text, carefully selected for the purpose, discover and comment upon a stated number of points that are culturally significant. These may be in linguistic structure, in idiom, or in vocabulary reference (e.g., if English were the language being learned, a text about the United States in which the term "night school" appears).

ILLINOIS CONFERENCE FOR THE STANDARDIZATION OF FOREIGN LANGUAGE EDUCATION

April 19-20, 1968

Holiday Inn, Bloomington, Illinois

The proceedings and resolutions from this conference will be printed and distributed to all state departments of education and will be submitted to MLA-ERIC. Hopefully, these resolutions will serve as a guideline for Illinois foreign language education and teacher training programs.

Mrs. Pat Castle
Conference Chairman

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION
STATE OF ILLINOIS
RAY PAGE, SUPERINTENDENT

PAUL E. WOODS, DIRECTOR, TITLE III, NDEA

PURPOSE OF THIS CONFERENCE

1. To establish sound articulation requirements at all levels of instruction, emphasizing high school to college articulation
2. To establish a similarity of teacher training requirements with special emphasis upon methodology and the supervision of practice teaching
3. To establish agreement between foreign language and education departments for the responsibility of these requirements

It is impossible to achieve success in reaching these three goals without better understanding between the departments of foreign languages and the colleges of education.

***Morning Session*, Friday, April 19, 1968**

9:30 a.m.—Registration, coffee and rolls

10:30 a.m.—Introductions, Mrs. Pat Castle, Chairman of Conference

10:40 a.m.—Welcome, Mr. Derald Merriman
Assistant Director, Title III, NDEA
Springfield, Illinois

10:45 a.m.—Address: The Goals of FL Education
Mr. Helmut Meyerbach
Dean, Faculty and Instruction
Crane College—Chicago City College
Chicago, Illinois

11:45 - 1:15 p.m. Lunch

Afternoon Session, 1:15 p.m.

1:15 p.m.—Panel: FL Articulation in the Long Sequence

Moderator:

Dr. James McKinney, Chairman, FL Dept.
W.I.U., Macomb

Panelists:

Dr. Hellmut Hartwig, Chairman, FL Dept.
S.I.U., Carbondale

Dr. Roger Pillet, Assoc. Prof. of Educ. in French
Graduate Sch. of Educ., U. of Chicago

Mr. Travis Poole, FL Coordinator
Champaign Unit Dist. Schs.

Dr. Henry J. Hermanowicz, Dean, College of Educ.
I.S.U., Normal

Topics for Discussion:

1. Proficiencies necessary for continuation at each level
2. Ways to achieve cooperation between FLES, Jr. H., Sr. H., and College FL teachers
3. Ways that education departments can assist in the development of curriculum at all levels to promote sequential FL study

3:00 p.m.—Questions, discussion, resolutions

4:00 p.m.—Adjournment

4:00 - 5:00 p.m.—Social Hour

Evening Session, 7:30 p.m.

7:30 p.m.—Panel: FL Teacher Requirements

Moderator:

Mrs. Rosalyn O'Cherony, Asst. Prof. of Spanish
Northeastern Ill. State College, Chicago

Panelists:

Dr. J. Richard Verduin, Coordinator, Teacher Education Programs,
S.I.U., Carbondale

Dr. Jay Paul Minn, Prof. of French
Knox College, Galesburg

Dr. Florence Steiner, District Coordinator
Glenbrook H. Schs., Glenview

Dr. Lucie Horner, Coordinator of FL Student Teaching
N.I.U., DeKalb

Mr. Al Turner, FL Teacher, Evanston Twp. H.S.

Topics for Discussion:

1. Standard content of FL methodology courses
2. Language lab and special audiovisual course requirements
3. Education and FL courses required for FL majors and minors
4. Contributions of education departments in the development of good FL language teachers

Morning Session, Saturday, April 20, 1968, 9:00 a.m.

9:00 a.m.—Panel: Cooperation in Methodology Courses and Supervision of Practice Teachers

Moderators:

Dr. Robert Morgenroth, Chr., FL Dept., N.I.U., DeKalb
Dr. Carl Eisemann, Chr., Educ. Dept.
Knox College, Galesburg

Panelists:

Dr. Gilbert Gettlekamp, Prof. of Secondary and Continuing Educ., U. of I., Urbana
Dr. Frederick P. Abel, Dean, Sch. of Education
W.I.U., Macomb
Dr. Elizabeth Michael, Prof. of French
E.I.U., Charleston
Mr. Robert Brissenden, State Teacher Certification Board, Springfield

Topics for Discussion:

1. Definition of the required methodology course
2. Responsibility for methodology courses
3. Standardization of requirements for supervision of practice teachers
4. Certification requirements for future teachers of FL

10:30 a.m.—Coffee and rolls

10:45 a.m.—Questions, discussion, resolutions

12:00 noon—Adjournment

DOCTOR PAUL E. WOODS, DIRECTOR,
TITLE III, NDEA

Derald Merriman, Assistant Director,
Title III, NDEA
Foreign Language Supervisor

FOREIGN LANGUAGE SUPERVISORS

Charles D. Jay — Richard H. Naber
Pat Castle

Receive oral instructions about an assignment to be written: its nature, its contents, to whom addressed, its form, its length, its style of presentation; then write it.

The content of Levels V and VI is subject to much wider variation, to meet the needs of specific students. For many students, a minimal course that will maintain and strengthen the skills, meeting perhaps twice a week and, if necessary, with no outside preparation, can be recommended. This will enable such a student to keep alive the skills he has perfected, and make his resumption of full-time effort in language learning much easier as he subsequently adjusts to his college program.

Bloomington: Aftermath

After participants returned home the spirit of the Bloomington Conference continued to generate enthusiastic comments which were expressed in many letters sent to the Office of the Superintendent of Public Instruction. Some of the letters made suggestions which are worthy of repeating:

> . . . "I have gone through the resolutions that resulted from our conference and feel that they are excellent. This is why I am particularly happy that you will publish these and bring them to the attention of the general educational community of Illinois. I guess my only comment, and I know I am speaking as an educationist, is that we do not lose sight of the total preparation of the teacher. Foreign language teachers, as well as other teachers, of course, must be aware of the socio-cultural and philosophical aspects of education. They must also be aware of the nature and structure of the curriculum, educational objectives, and the actual interaction between teacher and student in the classroom. This implies knowledge of development and learning on the part of the student and better ways of teaching students and assessing the achievement of students."
>
> Doctor J. R. Verduin, Jr.
> Coordinator of Teacher Education
> Southern Illinois University

> . . . "I feel that the resolutions of the Illinois Conference on the Standardization of Foreign Language Education are fine, and would like to add one point to Item 7: a recommendation that the teacher not be required to teach more than three preparations."
>
> Doctor Robert L. Morgenroth,
> Head, Department of Foreign Languages
> Northern Illinois University

> . . . "If possible, I would like to see the term 'specialist' further defined as a person who has competency in the language, a background in linguistics and its practical application to second language learning, and a knowledge of, and experience in, the audio-lingual-visual methodology as it applies in a classroom situation."
>
> Edwin Cudecki
> Director of Foreign Languages
> Chicago Board of Education

> . . . "The primary concern I have is how to communicate better with foreign language teachers in the State. There is, I feel, need for closer cooperation to develop more of a professional sense. Only then can we hope to raise standards."
>
> Doctor Brigitta J. Kuhn
> Professor of French
> Illinois State University

Communication: The Important Precedent at Bloomington

The best of intentions must be followed by the naked reality of hard work.

The resolutions of the Bloomington Conference will be straws in the wind unless the organizations which represent the foreign language profession, and the institutions which are training future foreign language teachers, strive conscientiously to insure the actual fulfillment of these resolutions by taking concrete measures designed to move toward excellence in foreign language education.

Lines of communication have been established. Absence of complete agreement on specific issues pertaining to foreign language teacher education should be no cause for alarm. The precedent established at the Bloomington Conference proves that truly professional spokesmen from both the departments of education and foreign languages have basically the same goal in mind: the best possible education for each student. Animosities still smouldering from the old clichés about the importance of methodology versus subject matter have no place in an intelligent discussion of problems which are very real. *MAKE NO MISTAKE ABOUT IT*: Knowledge of subject matter and the knowledge of how to teach it are of equal importance in any teacher-training program.

Hopefully, the pattern established by the Bloomington Conference will serve as an example for continued dialogue.

Continuing Pertinence of a Special MLA Project . . .

CHAPTER III

Guidelines For Teacher Education Programs In Modern Foreign Languages

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Recommendations of the Modern Foreign Language Teacher Preparation Study of the Modern Language Association in cooperation with the National Association of State Directors of Teacher Education and Certification with the support of the Carnegie Corporation of New York

(The official statement below is addressed to college and university personnel who are engaged in or are planning to engage in programs to prepare teachers of modern foreign languages in American schools. The statement was prepared in a special MLA project directed by F. André Paquette. At various stages of development the statement has had the benefit of review and comment by more than 500 members of the foreign language profession, and it has been approved by the MLA Foreign Language Program Advisory Committee. Throughout the project, members of the National Association of State Directors of Teacher Education and Certification [NASDTEC] provided much helpful professional advice, and the statement carries the formal endorsement of NASDTEC.)

A. *The Preparation of the American School Teacher*: The preparation of a teacher in this country usually consists of: general education, courses and experiences which help him become a well-educated person; academic specialization, courses and experiences which help him become proficient in an area of concentration; and professional education, courses and experiences which help him prepare himself as an educator.

The statement which follows is concerned only with academic specialization and professional education. It is intended to define the role of the modern foreign language teacher, to state the minimal competence which should be provided by a training program, and to characterize such a program.

B. *The Modern Foreign Language Teacher in American Schools*: The teacher of a modern foreign language in American schools is expected to:

   1. Develop in students a progressive control of the four language skills (listening, speaking, reading, writing).
   2. Present the language as an essential element of the foreign culture and show how that culture is similar to and different from that of the United States.
   3. Present the foreign literature in such a way as to bring the students to understand it and to appreciate its values.
   4. Make judicious selection and use of approaches, methods, techniques, aids, material, and equipment for language teaching.
   5. Correlate his teaching with that in other areas.
   6. Evaluate the progress and diagnose the deficiencies of student performance.

C. *Minimal Objectives for a Teacher Education Program in Modern Foreign Languages*:* The program to prepare a beginning modern foreign language teacher must provide him with the opportunity to develop:

   1. Ability to understand conversation at normal tempo, lectures, and news broadcasts.
   2. Ability to talk with a native with a command of vocabulary and syntax sufficient to express his thoughts in conversation at normal speed with reasonably good pronunciation.
   3. Ability to read with immediate comprehension prose and verse of average difficulty and mature content.
   4. Ability to write a simple "free composition", such as a letter or message, with clarity and correctness in vocabulary, idiom, and syntax.
   5. An understanding of the differences between the sound systems, forms, and structures of the foreign language and of English, and ability to apply this understanding to modern foreign language teaching.
   6. An awareness of language as an essential element of culture and an understanding of the principal ways in which the foreign culture differs from our own. First-hand knowledge of some literary masterpieces and acquaintance with the geography, history, art, social customs, and contemporary civilization of the foreign people.
   7. Knowledge of the present-day objectives of modern foreign language teaching as communi-

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* Based on the "Good" level of the "Qualifications for Secondary School Teachers of Modern Foreign Languages," The Bulletin of the National Association of Secondary School Principals, XXXIV (Nov. 1955), as revised in Wilmarth H. Starr, "MLA Foreign Language Proficiency Tests for Teachers and Advanced Students," PMLA, LXXVII (Sept. 1962, Part 2), 38.

cation, and an understanding of the methods and techniques for attaining these objectives. Knowledge of the use of specialized techniques, such as educational media, and of the relation of modern foreign language study to other areas of the curriculum. Ability to evaluate the professional literature of modern foreign language teaching.

D. *Features of a Teacher Education Program in Modern Foreign Languages*:

An institution that seeks approval of its modern foreign language teacher education program accepts the responsibility for demonstrating that its program provides students with the opportunity to acquire the competences named above. It is characterized by the features listed below:

1. The institution has a clearly formulated policy concerning admission to, retention in, and completion of the program. The statement of this policy includes precise information about when and how to apply for admission to the program and what criteria are used in screening applicants; it states the minimal achievement required for successful completion of the program and it indicates when, how, and by what professional criteria students are eliminated from the program. A printed statement of this policy is available to all who request it.
2. The institution evaluates the previous language experience of all applicants for admission to the institution as well as of that of applicants to the modern foreign language teacher education program through the use of proficiency tests in the four language skills. It uses the results of such evaluation for student placement in modern foreign language instruction.
3. In order to provide candidates of varied backgrounds with the opportunity to achieve at least the level of "Good" in the seven areas of competence outlined in Section C above, the institution offers, or provides by special arrangement, instruction in:
   a. The four language skills (listening, speaking, reading, writing). This instruction includes regular and extensive exposure to several varieties of native speech through teachers, lecturers, native informants, or mechanically reproduced speech, and exposure to several varieties of the written language through books, newspapers, magazines, documents, etc.
   b. The major works of the literature. This instruction is largely or entirely in the foreign language.
   c. Other aspects of the culture and civilization. The in-

struction includes the study of the geography, history, and contemporary civilization.

   d. Language analysis, including a study of the phonology, morphology, and syntax of the modern foreign language and comparison of these elements with those of American English.

   e. Professional education, including a study of the social foundations and the organization of public education in the United States, human growth and development, learning theory, and curriculum organization, including the place of foreign languages in the curriculum.

   f. Methods of teaching modern foreign languages. A study of approaches to, methods of, and techniques to be used in teaching a modern foreign language. There is instruction in the use of the language laboratory and other educational media.

4. The institution provides an opportunity for systematic supervised observation of a variety of modern foreign language teaching situations of differing quality in elementary and secondary schools, at beginning, intermediate, and advanced levels of instruction, in classroom and language laboratory.

5. The institution provides student-teaching experience under expert supervision in which the candidate can demonstrate his actual or potential ability to be a modern foreign language teacher.

6. The institution has a staff whose combined competencies are superior to the level of instructional proficiencies which are the objectives of the program. The teachers of the methods courses and the classroom teachers (cooperating teachers) who supervise the student teaching are experienced foreign language teachers and are themselves proficient at least at the level of "Good" in the seven areas of competence. In addition, the cooperating teachers are interested in having student teachers work under their supervision.

7. The institution maintains a curriculum library containing the materials and equipment commonly used in teaching modern foreign languages in elementary and secondary schools.

8. The institution provides all students of modern foreign languages with such opportunities for reinforcement of their classroom learning as a language laboratory, foreign films, plays, and lectures; language reading and listening rooms with books, periodicals, records, and tapes; language houses and language tables.

9. The institution, if it does not have its own program outside the United States, calls to the attention of all foreign language majors specific foreign study programs which have been carefully selected.
10. A candidate's achievement in the seven areas of competence is evaluated through appropriate tests, his teaching skill is appraised by experts, and the results of the evaluation and appraisal are available for advising him in his continuing education and for recommending, licensing, and employing him. His readiness to teach is certified in the name of the whole institution. An official designated to make such certification is able to demonstrate that he has received information about the candidate from all units in the institution concerned with the candidate's preparation.

Colleges and Universities Must Improve the Quality of Teacher Training Programs . . .

CHAPTER IV

Foreign Language Teacher Training Programs In Illinois

Pat Castle and Charles Jay
Foreign Language Supervisors
Office of the Superintendent of Public Instruction

To prepare teachers, and teachers of teachers, while at the same time serving as the vehicle by which thousands of students fulfill degree requirements, is a big order for the foreign language departments of our colleges and universities. While the last ten years have not witnessed sweeping revolutionary changes in college foreign language departments, those changes which have taken place are highly significant.

The assertion that changes in American education quite often occur from the bottom up may have special significance with regard to foreign languages. In any case, the excitement created in American educational circles by the launching of Sputnik placed great priority on the improvement of American elementary and secondary education. Foreign languages, as one of the beneficiaries of America's race with the Soviet Union for a place in the cosmos, found themselves in the bright light of public scrutiny. Those who were concerned with the education of pre-college children felt that university foreign language departments had been deficient in two broad areas:

1. Foreign language teacher education: the need for greater language competency and the ability to teach audio-lingual-visual skills.
2. Articulation between high schools and college foreign language programs: the need for common philosophy on goals of foreign language learning, the skills sought at specific levels, and the need for proficiency and placement tests to facilitate high school graduates from long-sequence programs.

Colleges Desire to Improve Quality of Classroom Teacher

The institutions of higher learning have made progress in both areas. It would be unfair to say that colleges and universities have been oblivious to the two problems mentioned above. There has been a genuine and sincere attempt to improve the quality of teacher education in order to meet the goals of foreign language learning on the elementary and secondary levels. Foreign language department chairmen in Illinois universities and colleges are increasingly concerned about the preparation of teachers, realizing that the degree candidates from their institutions will, in turn, eventually determine the caliber of future students who enter college.

If there remain some institutions more concerned about the doctoral programs of a dozen students, rather than the teacher preparation programs of a 100 students, this seems now to be the exception rather than the rule. The naked reality that 100 teachers who are poorly trained may have an adverse impact on ten times that number of high school students each year has led to a readjustment of priorities in college foreign language departments. Better trained teachers produce better prepared elementary and secondary students who in turn perform better as college students and who conceivably become better teachers or advanced degree candidates. The circle of quality training is thus made complete.

Necessity of NDEA Institutes: Why?

The complaint consistently voiced by classroom teachers that higher education did not understand or meet the needs of foreign language education may have a tedious and all too familiar ring to it. But who can seriously deny that the success of NDEA Institutes does not point to a brutal truth: that teacher education programs have not been meeting the practical, down-to-earth, tangible needs of teachers in the classrooms? New Facets of Symbolist Poetry 405 or the all-morning summer school sessions devoted to a seminar on the "roman-fleuve", may have been interesting manifestations of scholarship, but they did not fill the bill for Miss Jones back in District 201. As amazing and naïve as it may now seem, sincere academicians were in accord that mere literary acquaintance with the language prepared the student for classroom teaching. However, thoughtful foreign language spokesmen on the university level are today making an assessment of the damage inflicted upon the entire area of foreign language learning because of this narrow and restricted point of view. The specter of recent college graduates enrolling in NDEA Institutes for "retraining" brought home to many of us the realization that proper preparation would have made such a federal program unnecessary. Over 10,000 classroom teachers, at a cost of over seven million dollars per year, *have learned that language is a set of speech habits.*

College Programs are the Needs of High School Graduates

In addition to improved teacher education programs, the colleges and universities are in the throes of adjusting foreign language programs to meet the legitimate needs of high school graduates. The high school teacher who justifies a traditional program on the assumption that "this is what the colleges test on" is either completely ignorant of the placement tests currently given by most colleges and universities or is seeking self-justification and a convenient excuse for the continuation of traditional methodology. One may understand the frustration of the student who had made notable progress in comprehension and speaking skills on the high school levels but was then subjected to a university placement test which emphasized reading and writing skills. Although this occurrence continues to be part of the college admissions picture, it is an academic injustice that is becoming less common. A comfortable accomodation to such placement tests should never be a convincing argument for the minimizing of comprehension and speaking skills on the elementary and high school levels. Widespread as the incidence of tradition-bound college programs may still be, one takes hope in the tangible indications that a greater number of colleges and universities are allocating expanded segments of time to the comprehension and oral performances of their own students.

Teachers and counselors may have a better understanding of foreign language education programs in Illinois by glancing at the curricula currently offered in various state-supported colleges and universities. In the description of various programs on the following pages many schools have described not only their foreign language education programs but also the system of student testing and placement for high school graduates.

UNIVERSITY OF ILLINOIS, Urbana

SAMPLE PROGRAM: SPANISH

Information supplied by
Doctor Gilbert Kettlekamp, Director
Foreign Language Teacher Placement

The student who intends to study a foreign language before going to the University of Illinois, and also while in attendance there, should plan to take as much work as possible in the subject prior to his graduation from high school. Ideally, the sequence of study should be four years, and a minimum of three years.

It is the policy at the University of Illinois for the student to be given a placement test in the foreign language he has studied. This is vitally important in order that he may be enrolled at the particular course level where there is the greatest likelihood of success in the language. The standardized placement test used for this purpose is the type prepared by the Modern Language Association and the Educational Testing Service of Princeton, New Jersey.

Identifying Student's Achievement Level

The University of Illinois also administers such tests to its own foreign language students in order to ascertain the level of achievement which they are able to attain by the end of one or more semesters of instruction. By using the same type of placement test with an incoming student who has just graduated from high school, the University is in a better position to identify the learning level which the student has achieved. With such information at hand, it is possible for each language department to structure a program of study for that student and to enroll him at the course level where he should be able to continue his foreign language study with reasonable assurance of success.

The completion of work, as described for Level I in this publication, (See page 8), should prepare the student to pass the placement test and be admitted to the 102 course. Level II should prepare him for 103 and Level III for 104.[1] The bright student who has performed exceptionally well at any of the levels indicated above can expect to do well enough on the placement test to be enrolled in the course one semester ahead of this. Specifically, the placement procedure is as follows:

The incoming high school graduate

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[1] Foreign Langauge Supervisors in the Office of the Superintendent of Public Instruction who have visited most high schools in Illinois have observed that in the majority of cases students are unable to complete the requirements of Levels I and II (as defined on page 8) in less than a three-year program. In other words, for most students one year of high school foreign language study is *not* the equivalent of one semester's work at the University of Illinois or at most other universities. The problem is further complicated by the use of the term "level" which at the present time is, we feel, erroneously equated as one year's work. This is a problem that all universities must solve if a fair assessment of student progress is to be made and if students are to receive proper credit for high school achievement.

whose placement score puts him back two levels is faced with two choices:

1. He continues in the same language, but without graduation credit for the first semester (for example, the student with three years of high school foreign language who places in 102 does not receive graduation credit for 102).
2. He may start over in a new language. Even considering the loss of credit, *it is generally recommended that a student continue with the language started in high school,* unless there are strong reasons for changing.

The student whose placement score enables him to skip a semester — if, for example, with two years of high school language he places in 104 — will receive proficiency credit for the course skipped (103). If the student prefers not to take the proficiency credit, but to register in 103, he is permitted to do so.

Difficulty in Comparing High School and College Achievement Levels

It may be worthwhile to point out a prevailing misconception. In the past there has been a tendency on the part of individuals connected with foreign language instruction to assume that the achievement level attained in one or two years of study by beginning and intermediate high school foreign language classes should equal that attained by college classes after one or two semesters of study. Such a comparison is frequently invalid because of differences in motivation, maturity, and ability. As a result, the comparison is likely to indicate an unsatisfactory level of achievement on the part of high school classes, when actually the two groups may arrive at comparable levels of achievement, but not necessarily at the completion of those particular periods of study. Furthermore, there is often the question of whether or not qualified teachers are available. A high school teacher with a foreign language teaching minor or less, is quite often called upon to instruct one or more classes in the language. Under these conditions the likelihood that the students in such classes will receive a high level of instruction is most improbable.

The student who is planning to pursue a curriculum preparatory to the teaching of a foreign language may select French, German, Latin, Russian or Spanish at the University of Illinois. When the student must begin with the initial course 101 the minimum number of hours of work in the different language fields for completion of the degree will vary between 38 and 45. However, these requirements are reduced accordingly when the student completes a course numbered 102 or above after he has taken the placement examination.

When the student enters as a freshman and indicates he plans to take the training program to become a foreign language teacher, he is assigned to a major adviser who is a specialist in the foreign language teaching field. The adviser will help him enroll in the appropriate curriculum—for example, the Curriculum Preparatory to the Teaching of Spanish in the College of Liberal Arts and Sciences. After completion of a curriculum of 123 semester hours of credit (excluding credits for the first two years of military training and physical education) the student will receive the Degree of Bachelor of Arts in the Teaching of Spanish. At the beginning of his junior year he may transfer to the College of Education and follow the same curriculum. Upon completion of this work he will receive the Degree of Bachelor of Science in the Teaching of Spanish. Inasmuch as the course work in either college will be the same, the perspective graduate will obtain no particular advantage by making such a transfer. *Either degree is acceptable for obtaining a teaching position.*

Curriculum Preparatory to the Teaching of Spanish

The Curriculum Preparatory to the Teaching of Spanish is listed below as an example of a foreign language teacher-training program. It includes requirements in General Education, Professional Education, and the subject field of Spanish. In addition to his teaching major, the student is also required by university regulations to have a teaching minor. The courses necessary in the "minor" field will vary from a minimum of 22 semester hours in some fields, such as the foreign languages, to considerably more in others. The courses required for a Spanish minor are listed for the reader; similar minor programs are available in all foreign languages for which there are major programs.

Professional Education and General Education requirements are common to all subject fields. The foreign language student who completes the type of program described below for Spanish will be eligible to receive the Illinois Secondary School Teaching Certificate permitting him to teach Spanish in grades 7 through 12 and any other subject for which he has met minimum preparation requirements.

The sample curriculum described here for Spanish is a typical four-year program at the University of Illinois. In addition to forty-three semester hours which are required in the language, other required hours are included in professional education (18), general education (16), history (4), physical education (4), political science (3), psychology (4), rhetoric and speech (9), "minor" fields such as another foreign language, history, English, etc. (20), and electives (13):

First Year

First Semester	*Semester Hours*
Span. 101-Elem. Spanish	4
Rhet. 101-Rhet. & Composition	3
or	
D.G.S. 111-Verbal Communication	4
General Education	4
Physical Education	1
Electives	4
Total	16-17

Second Semester	*Hours*
Span. 102-Elem. Spanish	4
Rhet. 102-Rhet. & Composition	3
or	
D.G.S. 112-Verbal Communication	4
General Education	4
Physical Education	1
Electives	4
Total	16-17

Second Year

First Semester	*Hours*
Spanish 103-Intermediate Spanish	4
Sec. Ed. 101-Introduction to the Teach-	

ing of Secondary School Subjects	2
Pol. Sci. 150-American Government: Organization and Powers	3
Speech 101-Principles of Effective Speaking	3
or	
Speech 141-Oral Interpretation of Literature	3
General Education	4
Physical Education	1
Total	17

Second Semester	*Hours*
Spanish 104-Intermediate Spanish	4
Hist. 152-Hist. of the U.S. 1865 to the Present	4
Psych. 100-Introduction to Psych.	4
General Education	4
Physical Education	1
Total	17

Third Year

First Semester	*Hours*
Spanish 221-Spanish Drama and Poetry of the 20th Century	3
Spanish 211-Intermediate Composition & Conversation	3
Electives	11
Total	17

Second Semester	*Hours*
Spanish 222-Spanish-American Prose Fiction of the 20th Century	3
Spanish 212-Intermediate Composition & Conversation	3
HP Ed. 201-Foundations of American Education	2
Se. Ed. 240-Principles of Secondary Education	2
Electives	7
Total	17

Fourth Year

First Semester	*Hours*
Ed. Psych. 211-Educational Psychology	3
Se. Ed. 241-Technic of Teaching in the Secondary School	4
Ed. Pr. 242-Educational Practice in Secondary Education	5
Ed. Pr. 250-School and Community Experiences	2
Spanish 280-Teachers Course	2
Spanish 332-La Cultura Hispanica, Hispanoamerica	2
Total	18

Second Semester	*Hours*
Spanish 215-Spoken Spanish	4
Spanish Literature Course: 305 or 306	3
Spanish 351-Phonetics	2
Spanish 352-Syntax	2
Electives	6
Total	17

New Special Curriculum For Both High School and Elementary School Certification

For those who wish to teach foreign languages in a high school and an elementary school under Illinois teacher certification regulations, the University of Illinois offers a Specialty for Teaching Spanish in both High School and Elementary School (available in other languages also). Completion of the curriculum mentioned above will qualify the student for the high school certificate which permits him to teach Spanish in grades 7 through 12. However, a student who wishes to prepare for teaching Spanish in the elementary school, but who does *not* wish to prepare for general elementary school teaching, should substitute the following courses in place of the "Teachers' Minor" required in the above curriculum: Child Development for Elementary Teachers (Educational Psychology 236, 3 semester hours); Classroom Programs in Childhood Education (Elementary Education 233, 2 semester hours); The Teaching of Language Arts in the Elementary School (Elementary Education 333, 3 semester hours); and Primary Reading (Elementary Education 336, 3 semester hours).

The student teaching in this curriculum must be performed in the seventh or eighth grade. If these requirements are met, the student will be entitled to not only the high school certificate but also the special certificate; he will thus be in a position to teach Spanish in all grades in the public schools, K-12. The special certificate, however, *does not qualify him to teach any elementary school subjects other than the one named on the certificate.*

A Valuable Prerequisite to Student Teaching

Educational Practice 250, School and Community Experience, provides an opportunity for the student teacher to participate in the opening activities of the school year at the school where he will later do his student teaching. In most instances this will require approximately two to three weeks of time. It must be no less than two weeks for him to receive the two hours of credit offered for the course. The course is available only in the fall semester but the student may participate in it regardless of the semester in which he later does his student teaching. The course is completed in time for him to be on campus for the fall semester to begin attending classes on the day instruction begins.

More and more cooperating schools are coming to regard Educational Practice 250 as such an essential prerequisite to student teaching that they will not accept for student teaching any students who do not participate in the experience. Actually, the two courses complement each other by providing a variety of experiences for the student teacher in the cooperating school.

Prospective foreign language graduates at the University of Illinois do their student teaching during either the first or second semester of their senior year (Readers should consult the Undergraduate Catalogue for admission procedures in the student teaching program). Each student's teaching semester of 14 weeks is divided into three parts: first six weeks devoted to course work such as Secondary Education 241, the technique of teaching; the second six weeks centered around actual teaching experience in a cooperating school; and the last two weeks of the semester devoted to a completion of the courses which were begun the first six weeks. During his six weeks of student teaching, most of which is in the Chicago suburban schools, the student is visited at least three times by an assigned university supervisor who is an experienced foreign language teacher.

NORTHERN ILLINOIS UNIVERSITY, DeKalb

SAMPLE PROGRAM: FRENCH

Information supplied by
Doctor Robert Morgenroth, Chairman
Department of Foreign Languages

The student who has had no French in high school, or the equivalent of less than three semesters, may take the beginning course, Foreign Language 101 for credit. Those who have had between four and seven semesters of high school French may pursue one of two alternatives: to enroll in Foreign Language 101 or 102 as an auditor for no credit, or to enroll in Foreign Language 201 for credit. Likewise, those high school students fortunate enough to have had a long sequence of eight semesters (four years) or more have similar options: to enroll in Foreign Language 201 or 202 as an auditor for no credit, or to enroll in Foreign Language 301 and 303 for credit.

So that the student may wisely choose the proper course for his ability level, he takes a placement examination upon entering Northern Illinois University. This test does not give credit, nor does it assign the student to a course, but it does indicate where the student should start, according to his ability. It is different from the so-called proficiency test, which students may take in order to receive credit for a particular course. The placement test serves primarily to recommend that the student enter either first- or second-semester level of the first, second, or third years.

The Bachelor of Arts degree in the College of Liberal Arts and Sciences requires two years of a college foreign language or the equivalent. This requirement may be satisfied by the proficiency examination with credit, by the placement examination (student's ability testing above the second year) without credit, or by the student's passing a fourth or fifth semester final examination, credit to be determined according to his previous schooling. The Bachelor of Science in Education does not have a general foreign language requirement for its majors, but each department may have its own foreign language requirement for this degree.

Curriculum Leading to Regular Teacher Certification

A student beginning Elementary French (101) in his freshman year would have to take accelerated courses or summer courses, or both, to complete his major and education requirements within four calendar years. It is, therefore, a distinct advantage to enter with three or four years training in high school. A freshman entering Northern Illinois University with two or preferably three years of high school French would take the following courses leading to a Bachelor of Arts or a Bachelor of Science degree in French with secondary school teacher certification:

Semester 1	*Semester Hours*
For. Lang. 201** Inter. French	4
English 103* Rhet.-Composition	3
Math 120* Intro. to Math	3
Physical Ed.	1
Speech 100* Fundamentals	3
	14 (14)

Semester 2	*Hours*
For. Lang. 202** Inter. French	4
English 104** Composition-Lit.	3
Gen. Ed. Requirement**	3
Physical Ed.	1
Gen. Ed. Requirement**	3
Gen. Ed. Requirement**	3
	17 (31)

Semester 3	*Hours.*
For. Lang. 301 Intro. to Lit.	3
For. Lang. 303 Oral-Writ. Expression	3
Pol. Sci. 140*-**	3
P. E.	1
Gen. Ed. Requirement**	3
Gen. Ed. Requirement**	3
	16 (47)

Semester 4	*Hours.*
For. Lang. 302 Intro. to Lit.	3
For. Lang. 304 Oral-Writ. Expression	3
Gen. Ed. Requirement**	3
P. E.	1
Gen. Ed. Requirement	3
Gen. Ed. Requirement**	3
	16 (63)

Here a student must apply for admission to the Teacher Education program of the Department of Secondary Professional Education. Among other requirements, he must have approval of his French advisor.

Semester 5	*Hours*
For. Lang. 400 Adv. French Comprehension	3
For. Lang. 4xx French Lit.	3
Electives	3
Electives	3
Electives	3
	15 (78)

Semester 6	*Hours*
For. Lang. 4xx French Lit.	3
For. Lang. 4xx French Lit.	3
Ed. 302 Human Development and Learning (Secondary)	6
Electives	3
	15 (93)

Semester 7	*Hours*
For. Lang. 427 French Culture-Civilization	4
For. Lang. 428 French Phonetics and Phonemics	3
Electives 4xx	3
Electives 4xx	3
Elective	3
	16 (109)

Semester 8	*Hours*
For. Lang. 490F-For. Lang. Methods**	3
Ed. 486F Foundation of Secondary Education	5
Ed. 495L Student Teaching	7
	15 (124)

* Unless exempted by examination.
** Selection among Humanities, Science and Math, Social Science.
*** Does not count in for. lang. major requirement in semester hours.

The total semester hours required for a major in French are 31 above the intermediate level of which 19 of these must be at the 400 level. All foreign language courses listed above are required, except Foreign Language 428 (Phonetics and Phonemics) which is strongly recommended. The electives shown may be in university courses, including another foreign language. The hours per semester may vary, but 124 are required for graduation, with a minimum of 40 at the 400 level. For a minor in French, with teaching certification, semesters 1-4 would be unchanged; and 6 additional hours at the 400 level for a total of 22 hours above the intermediate level are required.

EASTERN ILLINOIS UNIVERSITY, Charleston

SAMPLE PROGRAM: GERMAN

Information supplied by
Doctor Martin Miess, Chairman
Department of Foreign Languages

The teaching curriculum in German at Eastern Illinois University leading toward the Bachelor of Science degree in Education consists of 76 quarter hours of the following language and education courses (French, Latin, Spanish have the same education requirements and similar language courses):

I. Language courses — 52 quarter hours*

A. Required courses—20 quarter hours

	Quarter Hours
German 340** Methods of Teaching German	4
German 354 Conversation and Writing	4
German 361 Applied Linguistics	4
German 410 Contemporary German Culture and Civilization	4
German 455 Advanced Composition and Syntax	4

B. Elected courses—32 quarter hours

German 233, 234, 235 Intermediate German	12
German 353 Masterpieces of German Literature	4
German 355 Twentieth Century German Literature	4
German 362 Schiller's Dramas	4
German 363 Lyrics and Ballads	4
German 411 German Drama	4
German 412 Introduction to Goethe	4
German 453 German Literature to 1700	4
German 454 German Literature since 1700	4

II. Education courses—12 quarter hours

Upon admission to teacher education and junior standing

Education 332 Educational Psychology	4
Education 333 The Instructional Task in Secondary School	4
Education 445 Philosophy and History of Education	4

III. Practice Teaching Practicum—12 quarter hours

Education 441, 442, 443 Teaching Practicum in Elementary or Secondary School	12

The teacher education practicum is usually conducted off-campus during a regular quarter and supervised by the foreign language coordinator. The foreign language coordinator is a staff member of the Foreign Language Department and of the Faculty for Professional Education, who usually teaches a methods course in the Foreign Language Department.

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* Not counting elementary German (12 quarter hours) which is offered for credit but does not count toward the major.

** Admission to teacher education and junior standing.

Placement in the foreign language courses of students who wish to continue a language begun in high school is indicated by the following table: (Permission of the department is necessary for initial enrollment beyond the courses in Column III.)

Students who enroll in a course earlier in sequence than that indicated in Column II will not receive credit toward graduation, but may have the course reported to the State Teacher Certification Board in partial fulfillment of the minimum requirement for certification to teach the language. They may also apply for proficiency examinations for college credit in courses listed on the appropriate line in Column III or more advanced courses, but not in courses earlier in the sequence.

I Number of high school units of the language	II Course in (or beyond) which the student may enroll for college credit	III Course in which initial enrollment is recommended if grades in high school courses in the language average B or higher
1 year	The student will take a placement examination given by the Foreign Language Department which will determine the course which he may enter for credit.	
2 years	Latin 122 French 132 German 132 Russian 142 Spanish 132	Latin 220 French 230 German 233 Russian 250 Spanish 230
3 years	Latin 220 French 230 German 233 Russian 250 Spanish 230	Latin 221 French 231 German 234 Russian 251 Spanish 231
4 years	Latin 222 French 232 German 235 Russian 252 Spanish 232	A course numbered above 300

SOUTHERN ILLINOIS UNIVERSITY, Edwardsville

SAMPLE PROGRAM: GERMAN

Information supplied by
Doctor Raymond Spahn
Department of Foreign Languages

German majors, as well as those in other subject areas, must complete 84 quarter hours of work in five separate areas of General Studies. German majors must present 42 quarter hours of course work in German beyond the first-year level, as well as advanced 300 level courses in both English and history (related to Germany). Students who have taken two years of German on the high school level register for German 201 (Intermediate German) for three terms — a total of nine quarter hours. They may also take German 220 (Intermediate German Conversation) simultaneously for three terms for a total of six quarter hours. Students with four years or more of high school German would take 42 quarter hours of German *beyond* the intermediate level.

The following electives beyond the intermediate level may be taken in any order except that the seminar may not be taken before the senior year:

	Quarter Hours
German 313 German Literature before Romanticism	4-12
German 311 German Culture	4-12
German 316 German Literature from Romanticism to the Present	4-12
German 351 Advanced German Composition and Conversation	3-6
German 401 Faust	4
German 451 Seminar	2-4

The requirements for students preparing to teach German are as follows:

1. Secondary Education 352d Secondary Student Teaching (Student teachers spend 12 weeks in an area school, working the entire school day, five days a week, under a classroom teacher of German. A regular member of the Southern Illinois University German staff, who is assigned to supervise the student's teaching observes it on at least five different days during the course of the 12 weeks, and holds approximately this same number of conferences with both the student teacher and the cooperating teacher.) 12-16
2. Education 305 Educational Psychology 4
3. Education 355 Philosophy of Education 4
4. Education 315 High School Methods (Education 305, 355, and 315 are taken as a sequence in the above order and are prerequisites for student teaching.) 4
5. General Studies (A) 331 American Education Systems 3
6. General Studies (B) 300a or 302a History of the United States 3

7. General Studies (B) 203a American Government (Meets State Constitution requirements.) 4
8. General Studies (E) 201 Healthful Living (Also two physical education activity courses must be taken.) 3
9. Education Electives (The Southern Illinois University Education Division recommends a total of 30 hours.) .. 3
10. Foreign Language 486 Materials and Methods of Teaching Foreign Language (May be taken as an elective in education, but cannot replace Education 315, High School Methods. All or partial credit may be counted either toward the language major or for education, but not *both*.) 4-8

The following information pertaining to foreign languages at the Edwardsville Campus of Southern Illinois University may be of value to students and guidance counselors:

1. No foreign language is required for entrance to Southern Illinois University.
2. Nine quarter hours of a foreign language or of mathematics are required of *all* students as part of the 84 quarter hours of General Studies requirements. (Students with two years of a high school foreign language may waive this 9-hour requirement.)
3. One year of a foreign language (college level) or the equivalent is required for the Bachelor of Arts degree.
4. Two years of a foreign language (college level) or the equivalent are required for Bachelor of Arts candidates majoring in English or philosophy.
5. No grade lower than "C" in the field of humanities (which includes foreign languages) may be counted toward graduation, and the average of all course work taken for the bachelor's degree must be "C" or better.
6. All candidates who wish to be certified to teach at the high school level must be advised by a designated professor in the Education Division for their necessary education courses.

WESTERN ILLINOIS UNIVERSITY, Macomb

SAMPLE PROGRAM: FRENCH

Information supplied by
Doctor James McKinney, Chairman
Department of Foreign Languages

The academic and professional programs for foreign language majors at Western Illinois University who are preparing for a career in teaching were revised in 1968. The department used the Guidelines for Teacher Education Programs in Modern Foreign Languages as established jointly by the National Association of State Directors of Teacher Education and Certification and the Modern Language Association of America as a basis for the revision.

	Quarter Hours
I. Foreign language requirements leading to a Bachelor of Arts degree with teacher certification:	
A. 300-level literature surveys or equivalent (12) . .	
326-Survey of French Literature I	4
327-Survey of French Literature II	4
328-Survey of French Literature III	4
B. 300- and 400-level language and language skill courses (12)	
320-Phonetics	4
323-Grammar and Composition	4 4
324-Conversation	4
325-Reading	4
401-Introduction to Stylistics	4
402-Introduction to the "Explication de Textes"	4
C. Civilization (4)	
405-Evolution of the French Civilization	4
406-French Civilization II	4
D. Electives	
410-The Theatre of the Classic Century	4
411-The Prose Writers and Fabulists of the Classic Century	4
420-the Writers of the Age of Enlightenment I	4
421-The Writers of the Age of Enlightenment II	4
430-The Writers of the Romantic Period	4
431-The Novelists of the Realistic and Naturalistic Period	4
432-Poets of the Late Nineteenth Century	4
440-The Contemporary French Novel	4
441-The Modern French Theatre	4
442-The Contemporary French Poets	4
490-Special Topics in French Literature	4
II. Professional Education (36)	
201-Educational Psychology—Growth and Development	5
301-Educational Psychology—Learning	5

302-Social Foundations of Education 3

401-Historical, Social and Philosophical Foundations of American Education 4

480-Student Teaching in Major or Minor Field .. 16

Prerequisites: Education 301, the appropriate methods course or courses, a 2.25 average in each area in which student teaching assignment is sought, a cumulative average of 2.15, recommendation of the adviser, consent of the Coordinator of Laboratory Experiences, the equivalent of at least two quarters of full-time resident work, including some study in the recommending department. No more than 16 quarter hours of student teaching can be counted toward graduation. Students must meet the requirements for admission to the Senior Division of the School of Education.

339-Methods of Teaching a Modern Foreign Language 4

CHICAGO STATE COLLEGE
TENTATIVE PROGRAM IN FOREIGN LANGUAGE EDUCATION

Information supplied by
Doctor Charlotte Maneikes, Chairman
Department of Foreign Languages

At present Chicago State College has no foreign language major. However, the proposal for a secondary teaching major in Spanish is being sent to the two boards of governors of the College and, hopefully, the boards will approve the Spanish teaching major in the fall trimester of 1968. The curriculum proposed consists of 83 hours in the general education courses which are required by the College for all graduates; 43 hours of Spanish courses and 2 hours of electives. The 43 hours of Spanish are grouped as follows:

1. Two basic courses which stress aural-oral competence.
2. Six courses in grammar, conversation, and composition to develop skill in spoken and written Spanish.
3. Six courses in the literature of Spain and Spanish America, which are presented as two series of survey courses and one special course on "The Golden Age."
4. One professional course covering the methods and techniques of teaching Spanish. (An additional six-hour professional course, which is not part of the 43 hours, is required in practice teaching.)

SOUTHERN ILLINOIS UNIVERSITY, Carbondale
SAMPLE PROGRAM: GERMAN

Information supplied by
Doctor Howard French
Department of Foreign Langauges

Majors are offered at Southern Illinois University in French, German, Latin, Russian, and Spanish. Qualified students are encouraged to take proficiency examinations for Foreign Language 201-9. A student is not eligible to apply for proficiency in Foreign Language 220 unless he has passed the corresponding Foreign Language 201 course.

	Quarter Hours
Bachelor of Arts, College of Liberal Arts and Sciences	
Gentral Studies	84
Foreign Language	51-56
Secondary Concentration (Minor)	24
Electives	28-33
Bachelor of Arts, College of Liberal Arts and Sciences, with secondary school certification	
General Studies	84
Foreign Language	51-56
Secondary Education (Education Courses)	32
Electives	20-25
Bachelor of Science, College of Education	
General Studies	84
Foreign Language	51-56
Secondary Education	32
Electives	20-25

Secondary Concentration

A minor foreign language may be attained by taking 26-30 hours in courses numbered above 200. See individual languages for specific requirements. State certification requirements may be met by counting GSD-FL courses or by doing additional advanced work, whichever is advised or applicable.

At least one course in the history of Germany or Central Europe is recommended for all students majoring in German.

Bachelor of Arts Degree (Without Teaching Certificate)

	Hours
German courses numbered above 200, including the following:	
201abc-Intermediate German (Required)	9
220abc-Intermediate German Conversation (Recommended)	6
301ab-Survey of German Literature (Required)	8
304ab-Advanced Composition and Conversation (Required)	8
310ab-Introduction to German Literature (Required)	8
408-German Civilization (Recommended)	4
400 Level-Three additional German Literature courses (Required)	12
German Electives	0-19

Bachelor of Science or Bachelor of Arts Degree (With Teaching Certificate)

German courses numbered above 200, including the following:

200 Level-Same as above	9-15
300 Level-Same a sabove	24-28
401ab-Faust	4
400 Level-Two additional literature courses	8
408-German Civilization	4
German Electives	0-14
Education Courses-A minimum of 24 quarter hours is required	
Guidance 305-Educational Psychology	4
Secondary Education 310-History and Principles of Secondary Education	4
Foreign Language Methods 353	4
Secondary Education 352-Student Teaching (One quarter, off campus, senior year)	12-15
Recommended Electives-Educational Administration 355-Philosophy of Education	4
Instructional Materials 417-Audiovisual Methods	4
Guidance 422-Educational Measurements and Statistics	4
Secondary Education 407-The Junior High School	4

Secondary Concentration in German

German courses numbered above 200, including the following:

200 Level-Same as above	9-15
304ab-Advanced Composition and Conversation	8
310ab-Introduction to German Literature	8
German Electives	0-6

ILLINOIS STATE UNIVERSITY, Normal

SUGGESTED PROGRAM FOR ALL LANGUAGES

Information supplied by
Doctor Thomas Comfort, Cairman
Department of Foreign Languages

The Department of Foreign Languages at Illinois State University offers teacher training programs in French, German, Latin, Russian, and Spanish. Those who desire to teach any of these languages must complete 33 semester hours of course work in the language itself of which the following 25 hours are required:

	Semester Hours
Elementary French, Spanish, German, Latin or Russian	8
Intermediate French, Spanish, German, Latin or Russian	8
Survey of Literature of French, Spanish, German, Latin or Russian	6
Composition and Conversation in French, Spanish, German, Latin or Russian	2
Foreign Language Teaching in the Elementary School (Methods)	1

The additional eight hours which remain in the "major" are elective and may be taken from a wide variety of language and literature courses, according to the needs and desires of the students.

Where a student has had prior language training in high school, he will be placed in the appropriate advanced language course upon entrance to the University. This advanced placement will allow the student greater variety in the choice of his language courses since, ordinarily, it will not be necessary to take all of the hours of elementary or intermediate languages listed above.

There is also the additional requirement of 24 semester hours of professional education which includes 10 semester hours of student teaching. The 10 semester hours of student teaching may be taken over a nine-week or an eighteen-week period in either the University Laboratory High School or in other high schools located throughout Illinois.

Illinois State University also offers a Resource in French or Spanish for Elementary School Teaching majors who wish to elect it. Eighteen to 21 hours of French or Spanish are required, including 8 hours of Intermediate French or Spanish, and 3 hours of French or Spanish for the Elementary School. In the event that an Elementary School Teaching major enters the University with previous high school language training in French or Spanish, a greater choice of language courses in these two languages is available.

NORTHEASTERN ILLINOIS STATE COLLEGE, Chicago

SAMPLE PROGRAM: FRENCH

Information supplied by
Doctor Alice N. Callicounis, Chairman
Foreign Language Department

There are three programs available at Northeastern Illinois State College for French majors. The requirements for each are as follows:

Bachelor of Arts Degree in French for Teaching in the Elementary Schools

Requirements: 8 semester hours Basic Program or successful examination displaying knowledge equivalent to the Basic Program.

Major Program: A total of 24 semester hours. 21 hours of required courses and 3 hours of elective courses.

REQUIRED COURSES:

		Semester Hours
25-311	Conversation - Composition I	3
25-312	Conversation - Composition II	3
25-313	Etude de Morphologie de Syntaxe et de Style	3
25-328	Masterpieces of French Literature	3
25-319	Historie de la Civilisation francaise	3
21-372	Fundamental Skills. Methods of Teaching Modern Foreign Language in the Elementary Schools	3
25-372	Applied French Linguistics	3

BACHELOR OF ARTS DEGREE IN FRENCH FOR TEACHING IN THE SECONDARY SCHOOL

Total semester hours required: 39—of which 9 hours are elective

REQUIRED COURSES

25-311	Conversation and Composition I	3
25-312	Conversation and Composition II	3
25-313	Etude de Morphologie de Syntaxe et de style	3
25-319	Histoire de la Civilisation française	3
255-328	Masterpieces of French Literature	3
25-372	Applied French Linguistics	3
75-301	Methods of Teaching Modern Foreign Languages	3

ELECTIVE COURSES (3 of the following courses—9 cr. hrs.):

25-317	La Phonétique française	3
25-319	La Génération de 1890	3
25-321	Initiation à la Littérature française XVII siècle	3
25-322	Initiation à la littérature française XVIII siècle	3
25-331	Les Philosophes et Moralistes du XVII siècle	3
25-333	Initiation à la Littérature francaise XIX siècle	3
25-351	La Littérature Contemporaine	3
25-354	Le Théâtre Classique	3

In addition to the 30 hours required in French, a student must take the following courses in Professional Preparation (Education) for a total of 18 hours:

62-215	Philosophical and Historical Foundations in Education	4
36-213	Educational Psychology	3
68-301	Curriculum of the Secondary School	3
77-301	Student Teaching and Seminar in Foreign Languages	6

ELECTIVE COURSES (One of the following)

		Hours
25-317	La Phonétique française	3
25-318	La Génération de 1890	3
25-351	La Littérature Contemporaine	3
25-354	Le Théâtre Classique	3
25-331	Les Philosophes et Moralistes du XVII siècle	3

In addition to the 24 semester hours in French, a student must take the following courses in Professional Preparation (Education, 28 hours required) to fulfill the requirements for graduation:

36-213	Educational Psychology	3
62-215	Philosophical and Historical Foundations of Education	4
65-301	Curriculum of the Elementary School	3
65-302	Methods of Teaching Language Arts	2
65-306	Methods of Teaching Reading in the Elementary School	2
65-317	Micro-Teaching in one Methods Area	2

Select 2 of the following courses:

65-303	Methods of Teaching Mathematics in the Elementary School	2
65-304	Methods of Teaching Social Studies in the Elementary School	2
65-305	Methods of Teaching Science in the Elementary School	2

Select one from the following:

65-311	Teaching the Gifted Child	2
65-315	Teaching in the Inner City School	2
65-316	Teaching the Slow-Learning Child	2

BACHELOR OF ARTS—LIBERAL ARTS IN FRENCH

A total of 30 semester hours is required of which 15 hours are electives

REQUIRED COURSES:

		Hours
25-311	Conversation and Composition I	3
25-312	Conversation and Composition II	3
25-313	Etude de Morphologie de Syntaxe et de Style	3
25-319	Histoire de la Civilisation française	3
25-328	Masterpieces of French Literature	3

ELECTIVE COURSES (Five of the following courses) 15 hours:

25-317	La Phonétique française	3
25-319	La Génération de 1890	3
25-321	Initiation à la Littérature française XVII siècle	3
25-322	Initiation à la Littérature francaise XVIII siècle	3
25-331	Les Philosophes et Moralistes du XVII siècle	3
25-333	Initiation à la Littér-	

	ature francaise XIX siècle	3
25-351	La Littérature Contemporaine	3
25-354	Le Théâtre Classique	3

Students who have not completed the 4 year requirement in high school must take French II and French III, a total of 8 hours. A placement test is given to all students who have had some French in high school to determine the level in which they must register. If the student does not qualify for French II according to the results of the placement test, he then must take French I which is not included in the 8 hours of Foreign Language Requirements, thus graduating with 4 additional hours.

French I, II, and III, called the Basic Program, are 4 credit hour courses and they consist of 4 contact hours in the classroom and 1 hour in the language laboratory per week.

CHICAGO CIRCLE, UNIVERSITY OF ILLINOIS
SAMPLE PROGRAM: GERMAN

Information supplied by
Mr. Daniel Harrington
Language Laboratory Director

Although the first two years of course work, German 101 through 106 (Elementary and Intermediate German), do not count as credit towards the German major at the Chicago Circle Campus of the University of Illinois, a prospective teacher can, nonetheless, fulfill the graduation requirements if he must take these courses. A program for a four-year course of studies to obtain a major in German follows below: (Education courses and their prerequisites are included.)

Quarter Hours

FRESHMAN YEAR:
Elementary German 101, 102, and 103; Introduction to Psychology 100, American Government 151 (each four quarter hours), and electives..... 48

SOPHOMORE YEAR:
Intermediate German 104 105, and 106 (each four quarter hours), and electives 48

JUNIOR YEAR:
1st Quarter:
201 Writing and Speaking German I (4 hours)
220 German Culture and Civilization (3 hours)
221 Introduction to German Literature (3 hours)
170 Educational Foundations (4 hours)
204 Corrective German Phonetics (1 hour) 15

2nd Quarter:
202 Writing and Speaking German II (4 hours)
290 Masterworks of German Literature II (4 hours)
210 The Educative Process (4 hours)
One additional course (4 hours) 16

Third Quarter:
203 Writing and Speaking German III (4 hours)
292 Masterworks of German Literature III (4 hours)
305 Introduction to Linguistics (German) (4 hours)
230 Curriculum and Instruction in the Secondary Schools (4 hours) 16

SENIOR YEAR:
First Quarter:
294 Masterworks of German Literature III (4 hours)
331 The Teaching of German in the Secondary School and College 301 (3 hours)
301 Writing and Speaking German IV (4 hours)
250 Educational Evaluation (4 hours) 15

Second Quarter:
270 Educational Practice with Seminar 12

Third Quarter:
302 Writing and Speaking German V (4 hours)
396 German Drama (4 hours)

395 Naturalism, Impressionism, and Expressionism (4 hours) 12

This teacher would graduate with a total of 183 quarter hours of which 53 hours would be German courses above the 200 level (junior and senior levels).

Practice Teaching at Chicago Circle

Practice teachers are encouraged to go out in the penultimate quarter of their last year. They work in the public schools in the Chicago area for the entire quarter and come to the university one afternoon per week for a seminar to discuss experiences and problems they have encountered in their teaching experience.

In our program, we are able to videotape the practice teachers at work in the public schools. This serves as an aid both to them and to their supervisor.

The faculty member teaching the departmental methods course visits each of his students in the public schools at least twice during the quarter, to see their application of the methods they have learned and to find out what practical problems they have that arise in the actual teaching situation. He participates in the seminars held in the Department of Education.

In some of our language departments, a two-quarter methods course is given. When two quarters are available, it is possible to train prospective teachers in such techniques as teaching for television. At the end of the quarter each student is required to present a lesson planned exclusively for television. This lesson is videotaped in the university studio, shown to the student, and criticized by the teacher. Seeing one's mistakes, as well as the positive factors, is far more impressive than merely hearing about them.

Prospective teachers in the German department are required to take a course in corrective German phonetics. Once a week, the students come to the testing laboratory and make a tape as a pronunciation exercise. The individual student has a test sheet from which he reads, trying to pronounce the text as accurately as possible. The teacher of the course listens to the tape and marks the student's sheet for pronunciation errors. Then the student can take the sheet back to the lab and listen to his tape with the corrected page in front of him, enabling him to pinpoint his errors.

Next quarter, in the teaching methods classes, we plan to use a telephone system with attached loudspeaker so that drills, mistakes, and methods of language laboratory use can be demonstrated to the students by the teacher who dials a number that gives him access to a tape he has requested to be put on the telephone line. Mistakes in technique, in drilling, or mistakes that students make in language-laboratory use can thus be vividly demonstrated.

The prospective teacher is required to have finished his education courses and practically all of his courses in his major when he goes into the school as a practice teacher. His department makes the final decision about his readiness for teaching and can reject his request to practice teach if he does not meet the requirements of proficiency regarded as necessary by the department.

Description of the Language Laboratory at Chicago Circle

Chicago Circle has two language laboratories. One is a 120-seat laboratory with ninety positions in which the students can dial their own programs. There are thirty four-track tape decks, so 120 programs can be played simultaneously. There are four student record positions in this laboratory.

We also have seven telephone lines, three that are multiple access and four that are single access. The student can dial the program from his home or from any other telephone. The multiple access lines can be opened so that a maximum of thirty students are listening to the same program at the same time. Illinois Bell can also supply headsets and room spokesmen to the students' homes for a minimal fee.

The students of all first and second year language courses must either go to the laboratory or call in for four twenty-minute sessions per week. At the end of the quarter, they are tested on their comprehension and speaking ability in the Testing and Tutoring Laboratory. This laboratory has fifteen tape decks, each with its own student position in the testing room. The decks are all in one small room, remote controlled from the student positions. The student can record, play back what he has recorded, listen to a tape prepared for his level, stop the tape at any point where he has difficulty, rewind it, and listen again.

In a testing situation, the student comes to the testing laboratory to hear the question tape which is played to all student positions from the master console. The students' responses are recorded on the individual tape decks for each position. These responses are graded by either the teacher or the tutor working in that language. There has been, up to now, one tutor for each modern language taught at the university: Spanish, French, German and Russian. Next year we hope to expand our services to include more than one tutor in each language. The tutoring service is supplied to the students at no charge. They can come for tutoring on their own initiative or their teachers can send them.

The tutors are junior or senior students in teacher education who are majoring in the language they are teaching. (It is preferred that these students have taken the methods course in their language). The majority are native speakers of the language which they tutor and are employed by the Language Laboratory at the recommendation of their department.

The tapes which the students hear amplify, drill, and review what they are covering in class. Eventually we hope to allow the student to use the laboratory to progress at his own best rate, using the Language Laboratory to learn more advanced material, or to stress that which he has not understood in class. We hope to develop more creative tape programs that interest and challenge the student rather than restrict him to a specific rate of progress.

This summer we are involved in the Foreign Language Day House program, partially sponsored by the Chicago Board of Education. The students in this program are high school students in the Chicago area. They work in the language laboratories and also use the telephone to listen to their programs at home. They use tapes, films, filmstrips, and records. The Language Laboratory supplies all equipment in conjunction with the Office of Instructional Resources on our campus. Each teacher has an assistant who is a current or former tutor from the Testing and Tutoring Laboratory. We hope to extend this program to effect a firmer relationship between the Chicago public schools and the university. We feel it would be most profitable if university assistants could work in the classrooms of the schools for a longer duration than one quarter of practice teaching and if the schools could use the facilities of the university and the teachers of the public schools.

If a student decides to satisfy his foreign language requirement by taking further work in a language he studied in high school, the placement test recommendation determines the courses in which he may register. He may not take a course lower than that recommended by the department. If he wishes to enroll on no-credit status, the department and the college must approve.

The department recommends enrollment in beginning language courses on the basis of the high school units the student presents in a language. The units are as follows:

One high school unit—A 101 course may be taken for credit.

Two high school units—A 102 course may be taken for credit.

Three high school units—A 103 course may be taken for credit.

Four high school units—A 104 course may be taken for credit.

KNOX COLLEGE, Galesburg*

SAMPLE PROGRAM: SPANISH

Information supplied by
Doctor Jay Paul Minn
Department of Foreign Languages

Knox College offers foreign language majors in French, German, Russian, and Spanish, all of which are fully approved programs leading to elementary and secondary certification. The school is on the three-three semester plan, whereby a student normally takes three (or three and one-half) courses each term (there are three terms of ten weeks each per year), earns nine or more credits per year, and needs 35 courses plus Comprehension Exams or Honors Research to graduate.

A student beginning his language specialty at Knox would follow a similar sequence in any of the languages: Beginning (101, 102, 103, First Year) and Intermediate (201, 202, Second Year). In all the languages, these courses cover the basics of the language, taught audiolingually, as well as a general survey of the literature. To complete the major, seven courses are required beyond 202. The total of 12 courses indicates that a student could theoretically complete a language major by taking one foreign language course per term throughout the twelve terms leading to the B.A. degree. But many Knox students finish the minimum requirements for the major well before the last term of the Senior Year. This is especially true of those students who continue with the language they started in high school. By placing higher in the 101-202 sequence (or beyond), students have more time for electives.

Other Programs at Knox

Approximately 20 French majors spend their junior or senior year at the University of Besancon, France. The nine credits earned in this one year obviously complete the French major. A Junior Year Program in Spain is in the discussion stages. A few German majors spend a year in Germany.

Another innovative program is the Modern Language Major, which is achieved by completing the seven-course major in one language and taking six courses in another. There are also majors in Russian Area Studies and German Area Studies; in these the student pursues a large and flexible variety of language courses, as well as history, sociology, political science, philosophy, etc. A cooperative program with the University of Chicago, whereby a student follows a certain sequence of courses at Knox which articulates directly with the Master of Arts in Teaching program at the University of Chicago has grown in popularity.

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* Editors' Note: Space does not permit in this publication a description of other foreign language teacher education programs which exist in the many small colleges throughout Illinois. We have selected the teacher education program at Knox College as an exemplary program worthy of emulation by similar liberal arts colleges.

A recent innovation at Knox is the semester-block in education. After the initial prerequisites of Psychology 111 (Introduction) and 251 (Adolescent), one entire term is devoted to all the other courses required for certification, leaving only one term of practice teaching.

Knox requires 4 humanities courses, 3 science courses, and 3 social studies courses for graduation. Three years of mathematics and three years of a foreign language are entrance requirements.

An average four-year program leading to secondary certification in Spanish might be:

FRESHMAN YEAR

Fall Term
- Spanish 101
- European Civilization 104
- English
- Cinema (½ course)

Winter Term
- Spanish 102
- European Civilization 105
- Psychology 111

Spring Term
- Spanish 103
- Music Appreciation
- Anthropology 201

SOPHOMORE YEAR

Fall Term
- Spanish 201
- Biology 121
- History 201 or 202

Winter Term
- Spanish 202
- Biology 122
- Spanish 210 (Conversation and Composition)

Spring Term
- Spanish 320 (Advanced Conversation and Composition)
- Psychology 251
- Political Science 201
- Negro History (½ course)

JUNIOR YEAR

Fall Term
- Spanish 301 or 302 (Modern Drama or Modern Fiction)
- Methods of Teaching Foreign Languages (½ course)
- The Universe (Astronomy for non-science majors)
- Elective

Winter Term
- Spanish 305 or 306 (Spanish-American Literature to 1888 or Modernismo)
- Spanish 311 or 312 (Golden Age Drama or Prose)
- Elective

Spring Term
- Education Block

SENIOR YEAR

Fall Term
- Spanish 319 (Medieval Literature)
- Elective
- Elective

Winter Term
- Practice Teaching

Spring Term
- Spanish Comprehensives
- Elective
- Elective

The Comprehensive Examinations are given in all major fields at Knox. These tests are an attempt to draw all the major courses together into a meaningful whole.

The above program must be regarded as hypothetical, but typical. Of course, many variations exist as to which science is taken, which semester is devoted to practice teaching, etc. But the above program would earn the student a major in Spanish, a secondary teaching certificate, and a Bachelor of Arts degree at Knox College. The reader should consult the Knox College catalogue for a more detailed account of the language courses which are offered, as well as the various possibilities for substitutions in required courses.

* * * * *

Overview: The Need for Reasonable Uniformity in Teacher Education Programs

It is not difficult to glean the similarities and dissimilarities in the programs which have been described. Requirements, both in terms of hours and content, vary considerably among the colleges and universities. The advisability of some uniformity in college foreign language education programs is obvious. This does not imply a senseless conformity among programs — *"not all need to emphasize the same courses"* — but in all fairness to the bewildered and harassed student, it is imperative that common goals be achieved. Whatever the school of his selection, the teacher-in-preparation must receive an education equal in quality to that of his colleagues from other colleges and universities. The student must demonstrate the essential purpose of his training: to become a master teacher through a thorough knowledge of subject matter and through evidence of skill in the utilization of the most effective instructional techniques. It would be academic fraud, perpertrated upon students and teachers alike, not to correct what has been until now an insidious abuse: an acceptance of dismally sub-standard foreign language teacher preparation programs in many institutions, and quality programs in only a few.

Important Elements in the Methods Course's Basic Structure . . .

CHAPTER V

A Recommended Foreign Language Methods Course And Its Prerequisites

As suggested by

Doctor Lucie Horner
Foreign Language Department
Northern Illinois University

I. *Structure of the foreign language methods course*

- A. Length: At least one academic semester, 4 semester hours credit
- B. Format: 1 hour per week — theoretical considerations, all languages (French, German, Spanish)

  2 hours per week — "Practicum", separated by languages, each language group doing assigned oral presentation (introduction of basic text, the involvement of students in text, variation and drill of text segments, pattern drills, and pronunciation drills) under supervision of assigned and carefully briefed instructors

  1 hour per week — spent in the language lab and in the department of audiovisual aids learning how to operate the various electronic devices, how to make a good tape recording, and how to utilize the audiovisual aids within a given language program.

II. *Contents of the foreign language methods course*

- A. Introduction
  1. Analysis of the nature of language
  2. Analysis and setting up of desirable and realistic goals for foreign language instruction on the various levels of instruction
  3. In the light of the established goals, study of the teaching methods likely to prepare the students to attain these goals
  4. Analysis of the nature of bilingualism and the problem of interference from

the native language to the foreign language.

- B. The skill of teaching through performance for performance
  1. Basic concepts of applied linguistics especially as they relate to minimal steps
  2. Oral presentation of the basic text: student participation, and eventual mastery of the skill of manipulating the text materials
  3. Basic concepts of the *nature* of the pattern drill, the *skill* of administering it, and the *goals* it can help attain (The student must examine intelligently and critically what he does)
  4. Basic concepts of the phonetic and phonemic system of each of the three major languages (French, German, Spanish) taught in language groups where no course in phonetics and phonemics is being offered (Includes the respective system of vowels and consonants, the nature of these in terms of place and manner of articulation, and a simple comparative analysis with the vowel and consonant system of the English language)
  5. Thorough examination of the reasons for certain predictable pronunciation difficulties for American students learning French, Spanish, or German and ways and means to overcome them. Includes effective drills designed to counteract bad pronunciation habits and to sensitize the ear of the learner to sound contrasts.
- C. The teaching of reading
  1. For information
  2. For in-depth interpretation
- D. The teaching of writing
- E. Planning the material to be covered
  1. For a semester
  2. For a week
  3. For a day
- F. Examination, analysis, and establishment of guidelines for selecting texts of the major languages.

III. *Supplemental elements in the methods course*

- A. Student observation (at least 8 to 10 periods) of classroom teaching on various levels and involving various age groups, various instructors, and various teaching methods
- B. The teaching by each student of a minimum of 5 micro lessons to a regular class during a regular classroom situation under the supervision of the regular classroom teacher
- C. Videotaping of each student's micro-teaching for self-criticism as well as analysis by and

discussion with fellow students and teachers.

IV. *Prerequisites for foreign language methods course* (to be taken immediately prior to the methods course)

   A. Education courses
      1. The psychology of the adolescent
      2. Backgrounds of American education
      3. Secondary education in America
      4. Interaction analysis.

   B. Department of foreign language courses
      1. A review course in the grammar of the foreign language the student is preparing to teach, with emphasis on how to explain such grammatical concepts as declension, case, tense, mood, direct versus indirect object, the pronoun, the conjunction versus the preposition, and the clauses of a sentence structure
      2. A course in civilization, cultural and political history, geography, and the economics of the country or countries where the language of specialization of the prospective teacher is spoken.
      3. A course which would stress oral fluency in everyday communication.

Author Suggests
New "Architecture" for New Educational Concepts . . .

CHAPTER VI

A Proposed Departure From Conventional Programs For The Education of Foreign Language Teachers

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The educational atmosphere today is replete with signals for reorganizing instructional approaches and programs in teacher education. The tremendous exploration into all aspects of education engendered by federal interest and support, as well as the involvement of members of the profession in drives toward increasing educational efficacy, have sent up a confusing array of ideas. It seems high time that these ideas should be sorted out and implemented in a new educational architecture which goes well beyond the familiar tuck-pointing process which seeks, in a rather feeble way, to renovate the old and conventional forms of American education. There appears to be at long last a real impetus for the development of newly organized concepts of educational programming. To consider the preparation of foreign language teachers in this context will be the particular concern of this short article.

The Teaching Specialty

In recent years, the more progressive institutions of higher learning have recognized the importance of the conversational approach to the teaching of foreign languages; formerly, as we all know, the coursework was preponderantly analytic, grammatic, and bookish. What little conversation took place in the foreign language classroom often involved the expression of contrived ideas rather than real communication—that is, communication with a natural conversational purpose. The GI's of World War II, if they were fortunate to have taken foreign language courses in high school or college, often learned with some disillusionment that their prowness in the "Übungsgrammatik" was not transferable to communication enterprises in the German language. There were, of course, that limited number of students who had held rather pessimistic views about the value of their high school foreign language courses as they were then taught (and who therefore were not so disillusioned) but who rather quickly developed remarkable facility for communication in the Italian, French, or Japanese modes without benefit of the precise "mental discipline" approaches of the traditional stateside foreign language courses. In one sense, this latter group learned languages in much the same way as babies learn to talk — through *immersion* and through *the real need to communicate.* A principle is implicit in that phenomenon which has been rather formally pronounced by many educational psychologists of the James and Thorndike following.

The recognition that the effectiveness of foreign language teaching would depend greatly on the amount of conversation involved in instruction, as well as the resulting increased implementation of that principle, was a significant advance. More recently, another step has been taken by progressive language departments. A number of programs now include a semester or a year abroad, implementing the "immersion and need-for-communication" principle alluded to above. Obviously, students who participate in such programs will have the greatest opportunity for acquiring the subject matter skill. *In short, they will be in a better position to understand and speak the language than their colleagues back home.* Study abroad would also facilitate and encourage the depth of understanding required for teaching a foreign language in such a manner as to communicate its ethos, its discipline, and its aesthetic and human connotations. In a world made smaller by technology the need for communication among cultures is critical, *and the foreign language teacher is in an ideal position to foster its growth.*

The Professional Sequence

In most institutions the professional education component of teacher education programs in foreign languages is not significantly distinguishable from the professional education component of programs through which students are being prepared to teach mathematics, music, or earth sciences. For all students the teacher preparation curriculum includes some professional orientation course of a general sort, a course in educational pyschology, a methods course, and a course in educational practice or student teaching.

The content of these courses has been assailed by academicians and students, often joined by some educationists. However, this discussion will not include an attempt to add to the critical voices concerned with content or instructional technique. Instead, the critical focus here will be on the time element as it affects the understandability and meaning of professional education courses which are generally taught in most institutions. Required education courses lay the groundwork for "theory", but actual "experience" in the form of practice teaching now comes near the end of the student's career. If the student is to relate theory and experience in a meaningful manner, some contact with a classroom situation must come earlier in the sequence of preparation.

It seems essential to some persons in

educational pursuits that theory should be taught in an experiential context — in fact, that it cannot really be taught in other than such a context. The experience of many who have taught undergraduate as well as graduate students of education appears to corroborate that notion. For example, the exposition of a principle of learning to a group of inexperienced undergraduate students may send them into a frenzy of note-taking which, when reviewed, should enable them to perform well on the final examination, but which carries little promise of later implementation in the classroom. Teaching a group of classroom-seasoned graduate students from the same instructional notes yields an entirely different kind of response — they argue, they question, they compare notes, they reason, they teach each other, and they revise notions — discussing theory with some comprehension and feeling. We seem to have espoused the marriage of practice and theory for years but with very little real integration of that principle in some of our teacher-training programs.

The "Experience" of Student Teaching

The only "experience" available to most undergraduate students in teacher education is the student teaching experience The following comments about that experience are commonly heard:

> The experience is too short to develop a real sense of the continuity of the teaching task.
>
> I know my weaknesses now, and have some ideas about how I can improve upon my performance as a teacher, but the test of these ideas will have to wait until my first professional classroom responsibility. Too bad that I cannot develop and test the revised teaching behavior before I start teaching for pay.
>
> I am dismayed to discover that my professional preferences are now much different than those to which I have committed myself over four years. This is too late for me to discover I am in the wrong field.
>
> I wish it would have been possible to confer with others, including faculty experts, during the student teaching experience. Much benefit would have been gained during the course of our practice teaching by seminars devoted to the psychology of learning, development of lesson plans, treatment of discipline problems, and the effectiveness of instructional materials.

The preceding comments and many similar to them contain some implications to which the profession should be attentive and sensitive. It is entirely possible that the concept of in-service training, to which we have long rendered our professional respects, may hold as much promise for the undergraduate preparation of teachers as it does for the older groups of experienced or inexperienced teachers for whom such training was originally conceived.

Further Background for the Proposal

To develop the background of this proposal further, the important role being played by teacher aides on instructional staffs is another "innovation" that has become widespread in American education today. Junior colleges are devoloping terminal or professional programs to prepare teacher aides. State teacher certification authorities have busied themselves in discussions concerning the establishment of requirements for the licensing or certification of teacher aides. Professional organizations have devoted whole conferences to discussions concerning the role of the teacher aide. Clearly, the movement is a recognition that the highly specialized and competent teacher needs to be freed of routine—non-professional tasks which usurp the valuable time that should be devoted to quality instruction for a greater number of students. When there is an urgent need for competent teachers, especially in certain subject areas, the problem can be rendered less critical through the amplification of high quality instruction by means of teacher aides.

The "Point" of the Discussion

With the background that has been given, we may arrive at one of the "points" of this discussion. On the one hand, there exists much support for promoting the student teaching experience to some earlier point within the four-year program and for providing more extensive laboratory teaching experience coupled with seminars that deal with both theory and practice. On the other hand, we are also faced with the need to "amplify" the effectiveness of a competent professional teacher, especially in subject matter areas suffering shortages of personnel. The present thesis is that the two needs described above, with only a few geographical limitations, can and should be merged. Both are mutually supportive in a good teacher education program. Students can serve as teacher aides as they pursue full-fledged teacher education programs. Not only will the experience be invaluable to the student, but the professionally specialized teacher will, as a result, be liberated from the drudgery of non-teaching tasks which make *real teaching* impossible.

Teacher Education Students as Teacher Aides

Considering the relative maturity and experience of college students from the freshman through the senior years, it would seem necessary to control, somehow, the level of classroom participation in which students would be active. It is here proposed that the range of classroom experience be extended to all classes of students in teacher education, and that such experience provide integral teacher aide functions at some selected points in time. The purpose is not to lay out a detailed, prescriptive program of experience, but to mull over the range of possibilities. In the foreign language classroom, it may be appropriate to imagine some classifications of activity similar to the following:

> *College Freshmen*: Participation for this group might include twelve (or more) weekly visits to one or two assigned foreign language classrooms in the high school. The main activity would be thoughtful observation which would focus on teaching techniques and instructional materials at the beginning level of foreign language instruction. Interesting comparisons could be made with the activities ongoing in the college classroom at the first-semester level. Coupled with this observation, the freshman student would attend a seminar which might be titled, "Orientation to Professional Education." The first-year student, depending on his competency,

could provide directed assistance to pupils as requested by the classroom teacher, participate in conversational exercises, and assist with routine classroom tasks. Observation would include note-taking, recording, and the development of a sense of individual inquiry which would give to the teacher-in-training a background of pertinent material with which to work in seminars or library researches. Perhaps a full year of such activity would be useful; perhaps one semester or quarter would suffice. In any case, evaluation and development of the program for the individual should be continuous.

Sophomore Level Activities: The sophomore might profitably continue with the same group of pupils whose foreign language classes he observed as a freshman. If this involves the same pupils with another teacher, such experience may be additionally beneficial as it provides exposure to another approach and to another teaching personality. But it may be more beneficial, depending on individual or institutional circumstances, to provide continued observational experiences at another school accessible to the program. At this level, the student in teacher education should be prepared for greater involvement in the instructional process, helping the teacher by working with a part of the class, and occasionally by conducting the instruction within a given class period — depending on the individual competence of the student. An expansion of the routine-task responsibilities of the student should occur concomitantly with an expansion of related tasks which could be categorized as instructional assistance. Seminars on instructional techniques and organization might appropriately accompany the experiences of the sophomore. At this level it would be essential to involve the student in a sufficient number of teaching episodes to permit the identification of his strengths and weaknesses. In this way it would be possible to build a portion of the program around the individual needs of the student. Some provisions should be made at this level to permit the student to test the revised approaches which have been developed as a result of the evaluation of previous teaching episodes in which he participated as the principal instructor.

Junior Level: At this level, the involvement of the student in the classroom instructional activity would be significant. Conceivably, he could be scheduled for half-day sessions over an entire semester. His role, without detailing it minutely, might be quite similar to that now fulfilled in the usual student teaching activity. There would be provision made for fully supervised instructional responsibility and some independent responsibility for the routine duties that are now performed by many classroom teachers, including the supervision of study halls, cafeterias, and special study groups from the foreign language classes.

Having completed two years of study, the student should be competent to serve in any capacity for which teacher aides are now being considered as ancillary staff. It would seem appropriate to consider the possibility of having the junior in teacher education assigned to a classroom to which a senior student teacher is also assigned so that the two students can communicate with each other, the cooperating teacher, and the college supervisor of student teaching. The senior would thus be provided an opportunity to observe the relationship and function of the cooperating teacher, with the teacher education junior functioning as teacher aide. The experience would provide examples of the working relationship of the teacher and his aide. The junior level activity would also include seminars in the psychology of learning and educational measurement.

The Senior in Teacher Education:

Having had at least three semesters of classroom contacts during the three previous years of study, the senior should be well qualified, under supervision, to work in much the same manner as a "teacher intern". Depending on individual qualifications and readiness, the senior should be capable of managing one class over an entire semester with only minimum supervision and with the participation of the junior "aide" who would assist him and give him experience in working with aides.

Concurrent seminars might include such topics as instructional materials, media, and advanced instructional techniques — perhaps even some statistics could be worked into the program.

Conclusion:

It is quite clear that the logistics of the above proposal have yet to be worked out in detail. Undoubtedly some problems will arise in this respect. But the promise held out by such an extended range of classroom experience in the realistic preparation of classroom teachers seems to deserve a dogged approach if American education is to succeed in designing and implementing the type of proposal cited in this article.

Some institutions have provision for study abroad in connection with their foreign language curriculum. The present discussion has neglected that possibility as a scheduled component of the four-year program. However, it seems essential to the success of preparation for teaching foreign languages to schedule any study abroad well before the senior year. This will permit the student to capitalize on his acquisition of resources for teaching with the increased depth of understanding to which reference was made at the beginning of this article.

In summation, we have proposed that it is possible to provide assistance which will contribute to the amplification of the achievements of a competent instructor while simultaneously extending the range of the classroom laboratory experiences of students in teacher education. In the format proposed, the presentation and discussion of educational theory would be planted in the context of classroom experience and the seminar format would supplant the traditional lecture approach. It is believed that we can accomplish two important objectives through one arrangement.

Former FLES Instructor Discusses What Constitutes Good Programs . . .

CHAPTER VII

Successful FLES Programs Can Be Achieved

Pat Castle
Foreign Language Supervisor
Office of the Superintendent of Public Instruction

When a person who has been closely involved with foreign languages, either as a teacher or supervisor, examines the status of FLES and compares it to the other components of the elementary curriculum, he seems frequently afflicted with "tunnel vision", seeing only the dismal program that failed, the haphazard program which stumbles along close to the brink of disaster, or some "lucky" program that has succeeded seemingly even beyond the hopes of its creators. Yet the view from a somewhat more lofty prospect is considerably more encouraging and valid.

One reflects that the current interest in FLES, compared to traditional elementary studies, is relatively young, dating only back to the historic speech of Earl J. McGrath, then U.S. Commissioner of Education, at the Central States Modern Language Association meeting in St. Louis, in 1952. Even with the assistance of the Rockefeller Foundation and support through a series of funded programs of the Federal Government, FLES has not met Commissioner McGrath's challenge that *every child* be prepared for a more comfortable and relevant place in a shrinking inter-cultural world through a foreign language program beginning in the elementary grades and continuing through his high school years.

Short of this ideal, however, the achievement of FLES has been notable: FLES programs exist in all fifty states, and several million children are currently involved in the study of a foreign language. Historically, then, the initial thrust of FLES against the inertia and traditional conservatism of the established elementary curriculum has been successful, comparing favorably in its achievement with the simultaneous efforts of the new mathematics and the new science.

FLES is "Enfant Terrible" in Elementary School Curriculum

No matter how much one praises the accomplishments of FLES in its short, vital history, the view from the tunnel lingers as a haunting reality. The repetition of an old theme may be boring, but the truth of the matter is that FLES is still the *enfant terrible* in the elementary curriculum and is predictably doomed to ultimate failure unless its image in many communities is radically altered and its program given equal status with other components of the school curriculum. For the person who sincerely believes that learning a foreign language is essential to a basic education, the most challenging task is to continue to bring Commissioner McGrath's message to the lay public — both those in education and those who support public education. Until a more favorable climate of opinion is created, many FLES programs will suffer a premature demise and few new programs will be initiated.

Successful FLES Not Result of Luck

Having developed and taught a FLES program for seven years in the Campus School of Western Illinois University and having observed many foreign language classes as a state foreign language supervisor for the past three years, this writer has become acutely aware of the fact that in no instance are successful FLES programs merely the result of luck or happen stance, and never do they exist as academic islands within the school. The truly effective FLES teachers have tried consciously to develop on a community-wide level a favorable climate of opinion for what they are doing. In their particular schools the administrators and the teachers of other disciplines have accepted FLES as an integral part of the curriculum and have given it equal status. In their communities, too, the parents and friends of students have shared much of the enthusiasm felt by children as they explore for the first time a new means of self-expression. More important, by visiting classes and attending FLES committee meetings, the parents in these communities have learned what progress in the language they can expect of their children at each grade level; they have learned, too, that their children, by learning to speak the language of a foreign culture, are actually participating in that culture—that their children are, indeed, making a real breakthrough toward something richer and more rewarding than a mono-cultural orientation.

In communities where successful FLES programs have travelled the long, arduous journey from a position of faddism to a secure position in the established school curriculum, familiar hazards tend to disappear. In this ideal situation, when the budgetmakers are looking for ways to economize, they remember that the FLES program has as many supporters as football or the marching band, and ferret out their economies elsewhere. In these schools, too, problems of facilities, equipment, and scheduling seldom become insurmountable. Even staff recruitment becomes easier because good teachers like to join successful programs. But the person with tunnel vision is likely to ask whether or not this largesse is merely the simple consequence which results from the presence of foreign language teachers who have a Madison Avenue flair for public relations. Certainly, this condition is partially true, but good FLES programs have several basic characteristics; no amount of Madison

Avenue techniques will produce a favorable climate of opinion for a program that lacks the basic qualities of excellence.

Minimal Requisites for Success in FLES

The fudamental truth that the history of FLES teaches is that there are certain minimal requisites for success. The countless articles in many periodicals and books, including the well-documented, comprehensive discussion in Mildred Donoghue's recently published *Foreign Languages and the Elementary School Child*[1], are constantly reminding us of the need for careful planning, correct methodology, and basic objectives of all successful FLES programs. Assuming the risk of dealing with the obvious, let me restate some of the requisites for success:

1. **Favorable attitude of community, school administrators, and teaching staff to give equal status to FLES with the other components of the curriculum.**
2. **Detailed, preliminary, long-range planning to assure smooth articulation between the elementary school, junior high school, and high school classes so that the student can continue to develop his foreign language competencies in an unbroken sequence from whatever grade he begins his study through grade twelve.**
3. **Availability of qualified teachers who have been prepared for the specific task of teaching in a FLES program.**
4. **Acquisition and correct utilization of proper audio-lingual-visual materials.**
5. **Correlation of FLES classes with other areas of the curriculum (music, art, social studies, drama, etc.).**
6. **Development and use of placement examinations for scheduling students in classes according to their language proficiency; in other words, providing concrete evidence that students have accomplished a measurable amount of progress at every stage of the sequential foreign language course.**
7. **Introduction of cultural values to enrich the linguistic content of the course.**
8. **Provision for regular in-service instruction for teachers by a FLES coordinator.**
9. **Regular and constructive evaluation of the program to insure that basic objectives are achieved and that weaknesses are eliminated.**

Shortage of Qualified FLES Teachers a Real Problem

Perhaps the most perplexing problem that faces the community which is anxious to develop a quality FLES program is the inadequate supply of teachers who are trained to teach foreign languages in the elementary grades. Most universities and their Schools of Education have not adjusted their requirements to meet the special needs of those who want to become elementary school foreign language teachers. In what has been a widespread practice, these institutions have simply imposed the acquisition of a foreign language competency upon the general requirements of the elementary education major who normally is trained to teach all of the elementary school subjects. In what amounts to preservation of the *status quo,* most Schools of Education have refused to recognize that many elementary school majors desire to become specialists in a single discipline, such as FLES. As a result, too few students have been willing to complete the normal requirements for an elementary certificate, and at the same time complete the additional requirements for a foreign language degree. Such a program becomes a luxury that most students can ill-afford; they are, in reality, being asked to pay in time and money for the very thing that should have been the basic element in their original preparation as teachers. One productive FLES teacher training program in Illinois is that at Northeastern State College in Chicago, Illinois. (See page 36) This college has recognized the special problems involved in training FLES teachers and has wisely adapted the traditional program to the special needs of students who are interested in teaching foreign languages at the elementary level.

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[1] Wm. Brown & Company, Dubuque, Iowa, 1968.

Teacher-Training in FLES at University of Illinois

The University of Illinois introduced a new program this fall (1968) which enables a student to prepare for teaching a foreign language in a high school and in an elementary school without having to complete the requirements for general elementary school teaching. (See page 22 for description of this new program.) Those of us who value foreign language learning as basic for living with relevance in the world of today are hopeful that other universities and colleges in Illinois will become sensitive to the needs of the public schools in this vital area of FLES and will redesign their programs so that well-qualified FLES teachers will soon be available. From the discussions at the Bloomington Conference (see Chapter II) it seems evident that many education departments are at last giving serious consideration to making the needed revisions in their requirements. And it is equally apparent that foreign language departments are realizing the need for more course requirements in conversation, culture, and linguistics, and fewer courses in literature, to prepare their teacher trainees more adequately. In this common endeavor one finds tangible evidence of the new spirit of cooperation between foreign language and education departments.

No matter how limited one's vision, tunnel or otherwise, he must admit that the ultimate test of a FLES program is how well it has endured. To theorize about the requisites of a good program is certainly much less constructive than to point out specific programs that over the years developed and prospered. Because anyone interested in a good FLES program can benefit from knowing how some of the outstanding programs in Illinois were initiated and developed, it would seem especially useful to describe selected on-going programs. In reading a description of the planning, philosophy, objectives, and means of operation of these programs, one realizes that "good FLES" is the result of months — even years — of hard work, careful study, detailed planning by committees from all levels working together, and adequate provisions for new appraisals and improvement. The attitude and interest of the parents in all cases is vitally important, too, not only to the development of the program, but also to the eventual success of the child in learning a new language.

Three Successful FLES Programs

For illustrative purposes I have selected three successful FLES programs — two which are taught by specialist teachers and one which is taught by non-specialist teachers. The specialist teachers are employed for the French FLES program of Park Ridge and the Spanish FLES program of Des Plaines. The Spanish FLES program at Champaign, on the other hand, exemplifies the important role of the non-specialist teacher who voluntarily strives to maintain an effective program until such a time when FLES specialist teachers are graduated from our universities and colleges. One can see in their statement of objectives, in their description of the prevailing philosophy of education, and in their description of ways to provide for constant evaluation and directed revision of programs to eliminate weaknesses, that these schools have become living laboratories which can be used for the purpose of observation and study by in-service teachers, undergraduate students, and anyone who is interested in establishing a new FLES program or improving an existing one.

PARK RIDGE FLES PROGRAM (FRENCH)

Information supplied by
Doctor Raymond Hendee
Assistant Superintendent and Curriculum Director

I. DESCRIPTION OF FRENCH FLES PROGRAM IN MAINE TOWNSHIP SCHOOLS

BACKGROUND AND BEGINNING: The Park Ridge schools started a FLES program after expressed parent interest and request. French was chosen since it has long been an international language and since there was no particular language culture group in the school district. The program was inaugurated in the 1959-60 school year in the fourth grades of all ten elementary buildings. All pupils in grade four participated and new students moving into the district were accepted and kept in the program at their grade level, regardless of foreign language background, until all students in the first group had completed grade eight. It was assumed that the young child has the following assets for the study of a foreign language: (1) a natural capacity for imitation; (2) a curiosity about new knowledge; (3) a lack of self-consciousness; and (4) a liking for repetition . . . The program during the first three years was under the direct supervision of the district's curriculum director. In 1964 a French supervisor was appointed to supervise the department, still working closely with the curriculum director.

GOALS: The goals of the program have remained constant. These have been to develop listening and speaking skills in French as a basis for the reading and writing skills. The program aims at beginning a foreign language soon enough to provide time for the student to acquire real mastery of the four language skills before the end of his school career. It is directed at accelerating the excellent and average student and giving the slower student the opportunity to have a foreign language experience he would not otherwise have.

METHODS: The methods employed have always been audio-lingual. Vocabulary is taught in meaningful sentences and, where possible, in a situational context. Basic sentences are presented orally, learned by repetition, and later reproduced by the students. Students are encouraged to select words and phrases already learned, and to use them in new ways and in new situations. Listening always precedes speaking, and speaking comes before reading and writing.

MATERIALS: The materials which are used have shown a steady progression due to three factors: (1) experience of the French teachers of the Park Ridge district; (2) experience and research on a national level; and (3) availability of commercially produced courses of study and material.

II. *STATEMENT OF PHILOSOPHY*: Foreign language study should be an integral part of the total learning experience of each pupil. For some pupils its value will be largely cultural. Begun in the elementary school, it can give the able student the time necessary to approach mastery of a second language during his school career.

The study of a foreign language, like that of most other basic disciplines, is both a progressive experience and a progressive acquisition of a skill. It requires an unbroken long sequence, ideally beginning in the elementary school and ending in the university. A school program of ten years or more is essential for acquiring near mastery in a second language. Therefore, articulation and a sequential curriculum are joint responsibilities of the schools involved.

FLES is not an end in itself, but is the elementary school part of a language learning program that should extend unbroken through Grade 12. It concerns itself primarily with learning the basic four language skills, beginning with listening and speaking, and moving into reading and writing. Further development of these skills and of intercultural understanding is the province of the high school.

Smooth and effective progress for the student stems from a coordinated language sequence developed through the cooperative efforts of the elementary and secondary foreign language departments.

III. *OBJECTIVES*: In order to articulate the elementary and secondary foreign language programs in Maine Township, the districts agree to certain objectives. The general aims of language teaching are to equip the student with the knowledge and skills required for effective communication in the foreign language and to give him an understanding of the country's culture. Specifically, the aims of foreign language learning in a sequential program include the skills and learnings listed below, building from the most fundamental skills in the elementary program through the more advanced work of the high school. It is essential to keep in mind that the maturity, ability, and interest of the learner govern the degree of skill or knowledge that may be attained at each step.

A sequential program devised for any foreign language in the Maine Township schools should give the pupil the ability to:

1. *Understand the language* when it is spoken at a normal tempo on a subject within the range of the pupil's experience.
2. *Speak* sufficiently to make direct contact with a native on a subject within the range of the pupil's experience.
3. *Read* with direct understanding, without recourse to English translation, material on a general subject within the range of the pupil's experience
4. *Write,* using the authentic patterns of the language, within the range of the pupil's experience.
5. *Understand the nature of language* and how it functions through its structural system.
6. *Understand the contemporary values of the people* whose language is being studied.
7. *Acquire a knowledge of significant features of the country* or areas where the language is spoken — e.g.: geographic, cultural, economic, political, etc.
8. *Develop an appreciation for the literary and cultural heritage* of the people whose language is studied.

IV. *ARTICULATION WITH HIGH SCHOOL*: The Foreign Language Committee of the Maine Township Curriculum Council meets quarterly during the school year. This committee is composed of foreign language department heads of the high schools and foreign language coordinators of the elementary districts. Curriculum directors and other interested administrators also take part in the meetings. Those attending meetings are informed of developments in the districts and problems of mutual concern are discussed. Members of the committee have exchanged descriptions of Level I as formulated in their schools and expect to complete a definitive description for the Township within the coming year.

The Maine Township French Committee was formed in 1965 to "achieve the development of a coordinated program in the teaching of French at both the elementary and high school levels." Membership in this committee was shared by staff from the two elementary districts teaching French and the two high schools into which their students feed. This committee agreed to accept the eight goals of the U.S. Office of Education for the teaching of foreign languages in the elementary and secondary schools and formulated a joint philosophy and objectives for the foreign language programs. The work of the committee was instrumental in the joint adoption by High School District 207 and by Elementary District 64 of the same series of textbooks beginning at grade seven.

At teachers' requests, joint meetings of French staff of the high school and elementary school districts have been held. At these meetings teachers have discussed approaches, methodology, and uses of materials. Elementary and high school teachers have exchanged visits of French classes.

Two combined reports of the French FLES program were made during the 1967-68 school year to the Elementary District Board of Education, high school department heads, high school principals, the French supervisor, and elementary French teachers.

In the interest of articulation and program improvement, the consultative services of the Illinois Office of the Superintendent of Public Instruction were used. A state foreign language supervisor attended meetings of the French Committee as well as one meeting of the Board of Education.

Publisher's tests accompanying the texts at seventh, eighth, and ninth grades are used with all students at junior and senior high schools. A placement test for eighth graders has been devised by a committee composed of junior and senior high school teachers. Test results have been sent to the high school, and a district-wide listening and writing test has been developed by fifth and sixth grade French teachers for use at sixth grade to aid in selection for continuing French at the seventh and eighth grade levels. An Instructional Guide for French has also been developed in the district by staff members, with the consultative services of Doctor Russell Weingartner, Carleton College, Minnesota.

V. *BASIC STATISTICS:*

1959-1960 First Year of Program

Level:
Grade 4

Materials:
MLA Teacher's Guide, *Beginning French in Grade 3*

Time:
20 minutes—4 times per week

Staff:
Two non-specialist teachers, chosen from elementary staff to teach French

Method:
Completely oral

1960-1961 Second Year of Program

Level:
Grades 4 and 5

Materials:
Grade 4: Revised MLA Guide for Grade 3, using dialogue approach
Grade 5: Materials from the first and the revised MLA Guides for Grade 3; selected dialogues, stories, poems, songs, and games

Time:
20 minutes—4 times per week

Staff:

Four teachers (who also learned by observing classes in other districts)

Method:

Grade 4: Direct method

Grade 5: Inductive grammar from structures learned orally; reading of orally learned materials

1961-1962 Third Year of Program

Level:

Grades 4, 5, and 6 (all pupils)

Materials:

Revised MLA Guide for Grades 4 and 5 (some classes used TV show *Parlons Francais*—Level I)

Materials constructed and selected by teachers in Grade 6

Small amount of writing in Grade 6

Time:

20 minutes—4 times per week

Staff:

Five teachers

Method:

Audio-lingual

1962-1963 Fourth Year of Program

Level:

Grades 4, 5, 6, and 7 (junior high school)

Materials:

Elementary: In general, materials in Grades 4, 5, and 6 continued as above. *Parlons Francais,* first and second levels for some classes.

Junior High: *Voix et Images de France,* Chilton Publishers, was adopted for use in 7th and 8th grades; however, reading and writing were begun sooner than recommended by Chilton. *Six lessons were covered the first year.*

Time:

15 sections met 3 times per week for 45 minutes; 6 sections met 4 times per week for 30 minutes

Staff:

Nine teachers

Method:

Audio-lingual

1963-1964 Fifth Year of Program

Level:

French now taught to all students in Grades 4 through 8

Materials:

A growing need was felt at the elementary level for a more structured program. Sixth grade teachers used reading and writing approximately one class period out of four. In Grades 7 and 8, teachers supplemented the Chilton materials by teaching grammar inductively, but traditionally.

Time:

20 minutes—4 times per week

Staff:

Ten teachers

Method:

Audio-lingual

1964-1965 Sixth Year of Program

Level:

Grades 4 through 8

Changes were inaugurated in several aspects of the program: (1) It was decided to delay the beginning of the study of French until fifth grade in three schools; (2) French was taught two periods a week in Grade four in five schools; (3) the program was continued as previously for four periods a week in fourth grade in two schools.

Materials:

Elementary: The Chilton materials, *Bonjour Line,* were adopted for use in fifth grade after all FLES teachers attended a Chilton workshop in December. *Voix et Images* was adopted for use in the sixth grade.

Junior High: *Voix et Images*

Time:

Varies according to grade

Staff:
Nine full-time and one part-time teacher
Method:
Audio-lingual-visual

1965-1966 Seventh Year of Program
Level:
Grades 5 through 8
Materials:
Bonjour Line in Grade 5. *Voix et Images* in Grades 6, 7, and 8
Time:
Grade 5: 20 minutes—4 times per week
Grade 6: 30 minutes—4 times per week
Junior High: 40 minutes—4 times per week
Staff:
Ten teachers
Method:
Audio-lingual-visual

1966-1967 Eighth Year of Program
Level:
Grades 5 through 8
Materials:
Bonjour Line continues as material for Grades 5 and 6.
Alphabet and some writing introduced in Grade 6. Following the recommendations of the Maine Township French Committee, the first book in the Holt, Rinehart, & Winston audio-lingual French series, *Ecouter et Parler*, was introduced in the junior high in order to have smoother articulation with the high school program.
Time:
Grade 5: 20 minutes—4 times per week
Grade 6: 30 minutes—4 times per week
Grade 7: 40 minutes—4 times per week
Grade 8: 40 minutes—4 times per week
Staff:
12 full-time teachers
1 supervisor
Method:
Grades 5 and 6—Audio-lingual-visual
Grades 7 and 8—Audio-lingual-visual

1967-1968 Ninth Year of Program
Same as for 1966-1967 with addition of an Instructional Guide for French, developed in the district. This includes a guide for use of texts at grades seven and eight, detailed plans for introduction of writing at grade six, workshops for grades seven and eight, and lists of vocabulary and structure for articulating work at grades five and six with text at grades seven and eight.

Staff:
12 full-time teachers
1 supervisor

THE DES PLAINES SPANISH FLES PROGRAM

Information supplied by
Mrs. Dorothy Bishop
FLES Coordinator

From the beginning the Des Plaines Spanish FLES program has had remarkable support from the parents in the community and from the school board and administration. The program came into existence in 1961 after two years of exploratory work and after careful study and preparation. Before the program started a committee of interested teachers, with the curriculum director, studied and worked out complete plans for the development of the Spanish course of study, counted the probable cost, and formulated the means of implementing the program. A formal proposal was then drawn up and presented to the school board, which immediately gave its approval and recommended that the program begin in September of 1961.

The original proposal advised that the Spanish program begin in the fifth grade. It further stated that all children in the fifth and sixth grades should have Spanish daily: the fifth grade for 20 minutes each day, and the sixth grade for 30 minutes each day. It recommended that approximately two-thirds of the sixth grade group should be selected for the continuing program in Grades 7 and 8, with a class period of 40 minutes daily in these grades (the regular junior high period). It proposed that a consultant should be appointed to coordinate the work of the teachers, to develop curriculum, and to work with the high school foreign language department head to provide for articulation of the FLES and high school programs. All of these recommendations have been carried out.

Spanish was chosen not only because of the availability of teachers who knew some Spanish, but also because of the presence of a Spanish-speaking community and the increased likelihood of travel to Latin America. Although three languages were contemplated at one time, problems of scheduling at the junior high level posed too many difficulties.

In the first years of operation, interested classroom teachers who had some knowledge of Spanish were trained in methodology and given special Spanish courses in a series of in-service classes. These people taught fifth grade classes under close supervision and were instrumental in the success of the program. Spanish specialists have always been hired for the sixth, seventh, and eighth grade classes, and as time passed, classroom teachers were phased out. At present all classes are taught by a staff of thirteen Spanish specialists, several of whom have master's degrees.

In 1961 very little material suitable for teaching Spanish to children was available, so the foreign language coordinator wrote the course of study for the fifth grade and subsequently for the sixth grade. This material has been taught in the classroom, refined, and rewritten several times, and the guide for the fifth grade has been published this fall (1968) by National Textbook Corporation. This is the first book in a projected series, and is entitled *Hablan los ninos*.

For the seventh and eighth grades, *Speaking Spanish* and *Primera Vista*, published by Allyn & Bacon, were chosen, and are still being used. *Speaking Spanish* is the text for the first semester of the seventh grade. *Primera Vista* is introduced at the beginning of the second semester and is used through the eighth grade.

In addition to the texts used, a collection of supplemental books is available to the teachers, as are records, tapes, films, and an extensive collection of filmstrips. These are housed in the Spanish Office and are checked out as needed. Of the 7500 children in the Des Plaines (District 62) Elementary Schools, about 2700 are in Grades 5-8. In the 1968-1969 school year there will be 28 fifth grade classes, 27 sixth grade classes, 18 seventh grade classes, and 15 eighth grade classes. Average class size is approximately 32 children per room. These classes meet in twelve buildings, and coordination is achieved by holding staff meetings every two weeks, providing in-service training at regular intervals, and scheduling workshops twice a year.

In the fall and in the spring a half day of released time is provided for intensive workshops in various aspects of teaching Spanish to children. Over the years emphasis has been given to subjects such as the psychology of teaching foreign language, practical linguistics, the teaching of Spanish songs, and Spanish culture. This fall a workshop dealing with the use of audiovisual equipment is planned to acquaint teachers with the use of new equipment currently appearing on the market.

The four-year Spanish program begins in the fifth grade where all instruction is audio-lingual. In the second semester of sixth grade Spanish, phonics are taught preliminary to teaching beginning reading, which is followed by some writing. In the first semester of the seventh grade reading and writing skills are established, and the program becomes pregressively more sophisticated. In the eighth grade listening, speaking, reading, and writing skills are further developed, and much care is taken to avoid giving undue emphasis to any one of the skills. The great value of the four-year elementary program is that there is time to lay a strong foundation for the attainment of the command of the language in a well-planned long sequence of study. The four-year program, as conceived in Des Plaines, completes the work of the first level and leads into the work of the second level which is then carried on by the high school.

Tests have been developed for the sixth, seventh, and eighth grades, and are given throughout the school system in October, January, and April. The tests serve both to check progress of the children and as another means of insuring coordination of the total program. In the eighth grade a placement test, devised by a joint committee of Spanish teachers from the elementary schools and from the high school, is given in February. This year the Pimsleur Spanish Proficiency Test for Level I was given to all the FLES eighth grade classes and to the regular first year high school classes at Maine West with very satisfactory results.

Articulation with the high school is essential. From the beginning, the Des Plaines program was conceived as a continuing program, and it was felt that the task of the elementary schools was to complete the work of the first level so that pupils could enter the second level in high school. However, good intentions are not enough. In order to make articulation effective, the elementary program *must* be solidly constructed; *teachers need to be highly trained and know how to teach children.* The coordinator of the elementary program and the head of the high school department must be in constant communication and must work together to implement articulation. High school and elementary school Spanish teachers are brought together for discussions from time to time, and exchange visits to each other's classrooms in order to observe at firsthand similarities and differences in approaches necessary for teaching youngsters at various levels of maturity.

In resume, the Des Plaines program is successful because it has positive community and faculty support, it has a well-developed curriculum, it has good articulation, it has skilled teachers, and it has smooth articulation between the elementary schools and the high schools.

THE CHAMPAIGN FLES PROGRAM

Information supplied by
Mr. Travis Poole
Foreign Language Coordinator

The FLES program in Champaign began in the spring of 1959 as an experimental study conducted by the University of Illinois. The main purpose of this study was "to determine the effectiveness of non-specialist teachers in helping elementary school pupils learn a second language when the instructional program is especially designed and presented by newer educational media". At the completion of the experiment, the directors arrived at the following generalized conclusions:

First conclusion: "General elementary school teachers with no special training in a particular foreign language can, with a minimum of daily preparation, successfully guide their pupils in learning that language *provided*: (1) that the instructional program be of a particular design; (2) that efficient use is made of newer educational media; and (3) that the level of achievement expected of the pupils is relatively lower in some aspects of language learning than that which would have been achieved had the pupils received instruction over the same content by well qualified specialist teachers."

Second conclusion: "When elementary school pupils are guided in learning a foreign language by general elementary teachers who have no training in that language, through lessons presented by newer educational media, they acquire a listening and reading comprehension of that language to an achievement level which is comparable to that acquired by pupils who have been taught by specialist language teachers presenting similar content in person rather than by new educational media. However, the achievement level of these pupils in responding orally in conversational settings is significantly lower than that experienced by pupils taught by specialist teachers."

When the elementary students of the experiment entered the seventh grade in the fall of 1962, classes were established permitting them to either continue with Spanish (the language of the University experiment) or change to either French or German. Thus, since 1962, the Champaign FLES program consists of Spanish in grades 4-8, French in grades 7-8, and German in grades 7-8. This permits Champaign students to take a nine-year sequence in Spanish, or a six year sequence in French or German. Foreign languages in grades 7-12 are taught by specialist teachers. In the elementary school, materials used are the Holt, Rinehart & Winston series: grade 4—"Introducing Spanish", grade 5—"Primer Curso", and grade 6—"Segundo Curso". Tapes and visuals accompanying these texts are in constant use in the classroom.

Elementary teachers (grades 4-6) in Champaign were, in 1959, "general elementary school teachers with no special training in a particular foreign language." With experience, many of these teachers became very adept at teaching Spanish. The problem remained, however, of what to do with the new teachers who felt particularly helpless. In the fall of 1963, a FLES consultant was hired. From the beginning, it was the consultant's duty to do demonstration teaching in the classrooms of those teachers who needed help. As there are seventeen elementary schools, the consultant was indeed busy. Teachers, in order to feel sure of themselves, needed more than classroom demonstrations: *they needed training in methods.* At the request of the local administration, the Office of the Superintendent of Public Instruction, Title III, NDEA, has conducted a series of four workshops, each for 12 weeks, 2 hours each week, in Champaign. These workshops have had very heavy attendance. Many of the teachers have become so interested in learning Spanish that they have enrolled in courses in the Champaign Adult Evening School program, or Parkland Junior College night courses, or courses at the University of Illinois.

Some new teachers each year prefer not to teach Spanish. Where this is true arrangements are made whereby an experienced teacher will teach Spanish in their classes, while the new teacher will teach math, social studies, or language arts. However, only 10 out of a total of 110 teachers in grades four, five, and six are not teaching Spanish.

Champaign now has a foreign language coordinator (grades 4-12) and an assistant consultant (FLES). Each elementary classroom in grades 4-6 is taught by one of these specialists at least once every three weeks. With the workshops, teachers are gaining more and more experience in teaching Spanish, and with the demonstration help of the consultants, the achievement level of "pupils in responding orally in conversational settings" is now on a much higher level than that which the experiment originally indicated could be expected.

FLES in Illinois: A Variegated Picture

FLES in Illinois assumes many forms and many guises. From programs with miniscule enrollments to that of the Palatine schools where 5,000 students are involved in studying French in grades three through eight, the search for qualitative FLES continues. This latter program consists of twenty-one teachers, all French majors, who teach in fourteen schools, of which five are junior high schools.

A FLES supervisor for the Palatine program was appointed in 1967. Her most immediate task is the articulation of materials, methodology, and goals for both the elementary and high school levels. To achieve this articulation it will be necessary to undertake an ambitious in-service training program which will enable all teachers to become aware of the best methods for teaching a foreign language to children in the elementary school and to suggest to these teachers the materials which will consistently further the objectives of the total program.

In the City of Chicago there are many foreign language enrichment programs in the lower grades, but very few FLES programs. However, in approximately forty schools in the City, a foreign language is taught as a formal subject by a skilled specialist in the seventh and eighth grades. These classes usually meet forty minutes per day, four times per week and use the same text materials as the beginning high school classes. At the end of the eighth grade the students are given proficiency tests and are subsequently placed in specially designed classes in the high schools where they can continue their sequential study or, in many cases, they are able to go directly into a second level of the high school course.

FLES by Television

In a few communities in Illinois, television is used for FLES classes, but where these programs are effective they have carefully planned support by a specialist teacher who aids the classroom teacher both in the introductory and follow-up activities in the classroom. Some teachers have become enthusiastic supporters of these programs, and devote many hours preparing and planning with the language specialists. Other teachers never learn to do more than play the tapes and turn on the television set.

Since 1961 the elementary schools in the city of Rochelle have used closed-circuit television with the assistance of specialist teachers for instruction in Spanish to all children beginning in grade three and continuing through grade eight. In this program there are two days of "live" teaching by a specialist teacher and three days of television instruction. This program is being continued because those involved feel that, whatever the weaknesses, only by using television can the elementary school system offer the opportunity of a long sequential program to all children.

A careful study of the FLES programs which exist today in Illinois indicates that there is no single formula for success. Approaches and classroom activities encompass a long diversified list, but definable and measurable objectives are achieved in all the effective programs, no matter how extensive their diversification. The particular obstacles in each district must be treated individually. The essential point is this: *Regardless of where the program is located or at what grade it is started, FLES must be part of a long sequential process that is completely integrated within the total school curriculum if it is to have real value.*

ILLINOIS FLES POLICY STATEMENT[1]

1. We concur with the nationally approved MLA Foreign Langauge Policy Statements. We urge that administrators, coordinators, counselors, and every FLES teacher study these statements.
2. We suggest that all Illinois FLES programs be developed within the framework of the national policies with whatever adaptations are locally necessary. Adaptations temporarily deemed necessary should be eliminated as soon as possible, and should be noted as temporary from the beginning.
3. We note that FLES in Illinois terminates usually with grade eight, not with grade six as in many other states. This necessitates the study of K-6 and junior high programs.
4. We accept the fact that foreign language learning requires an unbroken, long sequence ideally beginning in the elementary school and ending in the university. A sequence of seven to ten years is requisite for acquiring near-native proficiency in a second language. Shorter programs should be increased.
5. We emphasize that the articulation between all levels is a joint responsibility, and we suggest sequential curriculum planning by all concerned.
6. We agree that linguistically-gifted students should be encouraged, at the proper time, to begin the study of a second foreign language while continuing the study of the first foreign language.
7. We agree that linguistically-deficient students should be permitted, at the proper time, to discontinue the study of a foreign language.
8. We recommend that the FLES policy statements, curricula, and syllabi already existing within the State be filed with the State foreign language consultants, be made available to all upon request, and in conjunction with the national statements be studied (with a view of avoiding useless duplication of effort) by those interested in initiating or evaluating a program.
9. We believe that a teacher in the elementary school who demonstrates that he possesses the personal qualifications, skills, educational background, and the language proficiency proved adequate for a specific level — no matter how or where this proficiency was acquired — should be permitted to teach the language at that level, provided the teacher's proficiency is demonstrated before and approved by a foreign language specialist or by the foreign language department of a high school or college.
10. We urge membership in the Illinois Foreign Language Teachers Assocation and attendance at the yearly conferences. We consider such participation an indication of professional awareness.

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[1] This policy statement was formulated by the Illinois FLES Committee sponsored by the Office of the Superintendent of Public Instruction, 1965.

The Important Secret to Successful Long FL Sequences . . .

CHAPTER VIII

Articulation Of Foreign Language Programs

Derald Merriman, Assistant Director, Title III, NDEA
Office of Superintendent of Public Instruction

Much has been written about the *need* for proper articulation in foreign language education, but those persons responsible for the greatest achievements in programs articulation have not published the procedures they followed. Without naming persons or school systems, these effective procedures should be identified. It is assumed that anyone reading this article will already be convinced of the value of foreign language study and should be aware that a long sequence of study is necessary for successful language mastery. Abandoned or curtailed elementary programs are proof "that local experiments starting from scratch frequently end there, or develop a FLES backlash that will threaten to discredit foreign language instruction"[1] below grade nine.

After deciding to initiate a foreign language program, a school system should establish a foreign language committee. As this committee of teachers from every level, administrators, foreign language teachers, board members, and parents begins to function, the membership may change to involve anyone who might enhance its operation. This committee should decide what language or languages will be taught and at what grade levels. Administrators of feeder elementary schools and junior high schools, as well as foreign language teachers, administrators, and guidance counselors from the high schools into which they feed, should meet with the committee to formulate policy and philosophy. It is now apparent that schools must establish a strong three-or four-year program in high school before moving down into the junior high and elementary grades.

Several elementary foreign language instructional forms have emerged. Sometimes the foreign language class is taught by language specialists, and other times it is taught by the grade teacher, even though she is not always trained as a language teacher. Sometimes the grade teacher and specialist collaborate and this team may even depend on educational television. Schools must, however, employ competent teachers who speak the modern foreign language and enjoy helping pupils develop language skills.

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[1] "Casting out Devils," NEA *Journal*, January, 1965, p. 14.

Vital: Continuity of Program

"Articulation in foreign languages is both vertical and horizontal, for teachers should be familiar with the content, procedure, and materials in language courses that precede and follow the ones for which they are responsible, and also be knowledgeable about parallel courses."[2] If the teachers involved at all levels participate in choosing the instructional materials and methodology to be used, continuity of program is more likely to be preserved. Articulation insures that pupils can progress from year to year with the greatest standardization of aims and goals that is possible in foreign language learning. One experienced language teacher must be responsible for organizing and controlling articulation between the levels and grades in all of the schools in the system. This person may be either a full-time foreign language coordinator, or if this is not feasible, one who has enough released time to accomplish the tasks involved.

It is important that good sequential text materials be selected. There are several series presently available in the various languages. Spanish and French have the most abundant supply, but some companies have materials in German, Russian, and Italian, as well. The materials should provide the kinds of language experiences that will satisfy the goals that have been established by the committee. The coordinator must be able to help the teachers to locate and use effective teaching aids like filmstrips, films, flashcards, pictures, posters, records, tapes, transparencies, electronic classrooms, language laboratories, bulletin boards, and realia that may be at their disposal. In this endeavor some in-service teacher training may be necessary. It is the responsibility of the coordinator to see that these materials, as well as training in methods and techniques, are made available to the teachers. Because all of this cannot be accomplished by a wave of the hand, the coordinator must determine a system of priorities that will attack problem areas in stages, making transitions and changes as painless as possible.

Progress of Students and "Levels"

Each teacher must agree to accept pupils at their performance levels, and progress with them as far as possible, regardless of what level text they may be using at a particular grade level. If teachers are really dedicated to helping pupils master language skills, they should not feel compelled to assign work in the next level text before having mastered the skills of the previous one. Teachers should be familiar with "Description of Competence by Levels" (See Chapter II in this publication.) in order to establish their objectives in relation to the entire sequence.

Too frequently language teachers believe that the study of certain pieces of literature is the desired final outcome, when in reality, various reading experiences could produce the desired results — competence in language skills. Translation or reading exercises may provide information but this could be accomplished in English. It is only when these exercises produce competence in oral and written expression that they are worthwhile and have made a contribution to the acquisition of language skills. Students must have the opportunity to tell and write in the target language the theme of the story as well as its relationship to the culture it depicts and the contrasts and similarities to culture as we know it.

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[2] Donoghue, Mildred R., *Foreign Languages and the Elementary School Child*, Wm. C. Brown Company, Dubuque, Iowa, 1968, p. 324.

Multi-Track Instruction

In school systems that are large enough to require several sections of some levels, multi-track instruction must be provided. This will permit beginning classes for those pupils who did not begin language study at the same time as their classmates, transfer pupils, and pupils wishing to study a second foreign language. Foreign language instruction and learning can be greatly facilitated by homogeneously grouping pupils when possible. This practice is less necessary if the teacher is willing and able to provide experiences to meet the individual needs of pupils. The teacher must feel secure in the method used and have ample materials encompassing many activities and levels of difficulty. An inexperienced teacher with insufficient supplementary materials can expect limited success when deviating from the basic text and its accompanying method of instruction. Much can be learned by small experimental deviations which can be gradually expanded as both the teacher and students gain confidence in individualized instruction.

Conclusion

Insuring the success of a long sequence in foreign language instruction depends upon the attitude of upper level teachers. Those who cannot accept without vindictiveness the failures, as well as the achievements, of the students they inherit, should not be involved in a long sequential program. High schools and colleges must work together to formulate goals which produce language proficiency and use tests that will measure it. Placement of students in classes must be determined by their proficiency rather than years spent in class.

Little is accomplished by bemoaning what has not been done and what students do not know. This time can be better spent in providing interesting experiences within the realm where students can take pride in their performance. Encouragement and praise produce more success than nagging and condemnation. Some bright, prize-winning students will occur in spite of, rather than because of, their teachers. Happily, some schools have whole classes of interested, capable, advanced-level students. When this happens, they mirror the enthusiasm of their teachers. The hours of planning and the tireless efforts of the articulation committee have not been in vain.

Significant Testing Must Grow Out of the Teaching Experience . . .

CHAPTER IX

Teacher-Made Tests: Vital In The Foreign Language Classroom

Doctor Florence Steiner
District Coordinator of Foreign Languages
Glenbrook High Schools

It is recognized that forms of testing such as aptitude and placement tests, tests accompanying a text or a set of materials, achievement tests such as the Pimsleur tests, national testing programs such as the College Entrance Examination Board Tests, the Advanced Placement Tests, and the national contest exams all have importance in the foreign language curriculum. Nevertheless, this article is addressed to the classroom teacher who, *each* day, *each* week, *each* month, and *each* year, engages in some form of testing and evaluation.

Most teachers assign a portion of the marking period grade to oral classwork. Ofttimes, teachers are reluctant to be specific about this grade but it is of the utmost importance. What most of us are saying is that we have watched this student undergo the "tests" of the daily classroom experience and we have "evaluated" him accordingly. Why, then, does said student frequently not achieve the same grades on written tests? There may be many answers to this, particularly if our classwork involves primarily oral skills and our tests primarily written skills. What teacher has not experienced the inward struggle that goes on at report card time: "Should I give him the average of the written-test grades, or should I give him what I feel that he deserves?"

Questions Raised by Testing

This problem evokes several basic questions: What is the purpose of testing? When and how frequently should testing occur? How heavily should we weight "big" tests such as unit or chapter tests? What about the semester exam? A basic philosophy of testing can provide the answer to these questions.

Testing should be an integral part of the learning system. It should provide the student and the teacher with a feeling of accomplishment for what has been learned. It should also serve a diagnostic function to alert pupil and teacher to what is not being learned. It should be an essential step to further learning, not an end itself. *Good testing, done properly, is a wonderful means of motivation.*

A *good* test should cover what has been taught. The class activities determine the type of test that is appropriate. In the early stages of audio-lingual learning, writing items are inappropriate. Conversely, in fourth year literature courses conducted in the language, questions involving minute detail of content are equally inappropriate.

A *good* test should be organized so that the pupil learns from it. One should go from easy to more difficult items. There should, whenever possible, be some questions which allow the student a measure of creativity. If one section of a test is to be weighted heavily in evaluation, this should be indicated at the time the test is given. Suggested time allotments for the various portions of an essay test can accomplish this.

Specifically What is Being Tested?

It is well to bear in mind that one cannot test everything at once. Tests should be so constructed that one item or concept is tested first, then possibly combined with a second item or concept which has already been tested in its own right. Many test questions actually involve several steps. They combine vocabulary and structure. If one is testing structure, the test item should focus on the structural item, not the vocabulary word. Here is a sample of the type of test question teachers frequently use in testing verbs.

Put into French (Spanish or German)
1. I would have slipped
2. They had escaped
3. It shall freeze

The teacher probably allots two points for each item, one for form and one for meaning. If a student does not know the meaning of the verb, he obviously cannot answer the question. The teacher feels that he is testing tense formation, but in reality he may be testing vocabulary. Another means of testing tense formation is the rewrite. A student would be given the following sentence (in German, Spanish or French):

If it rains, I will slip
If it had rained, I ....

Here the student has to create the tense but the meaning has been provided. The teacher can tell easily whether or not the student is weak in structure or vocabulary mastery. For diagnostic purposes it cannot be surpassed.

Testing of Listening Comprehension

One should always be honest with himself in constructing a test. A dictation depends on ability to record sound in symbol, but many of us use it as the only type of listening comprehension test. It actually tests hearing and spelling and, as such, has value. If, however, the student has previously memorized a dialogue, and that dialogue is dictated in the exact same form, it is a spelling test, nothing more. A purer test of listening comprehension would be as follows: The student hears a question or statement. Then he hears four answers or rejoinders. Only one is an appropriate answer. He circles the number of the appropriate answer on his answer sheet. For example, he hears in French (Spanish or German):

Question:
1. Did you hear that siren?

Answers:
1. Yes, it is very cold today.
2. Yes, do you suppose there has been an accident?
3. Yes, but I don't like to go there often.
4. Yes, but I told him a thing or two.

This type of test can be expanded at the upper levels to include anecdotes and even lectures. In the latter case, however, one is also testing the student's recall if the anecdote is long. In this case, have the student take notes.

Pronunciation and Speaking Tests

Pronunciation tests are rarely given because "the grading is so subjective". This need not be. The teacher records three items on a tape, then divides what he is testing into basic sounds: *Vous avez vu un loup.* The teacher listens for these three sounds only and grades these on a simple numerical scale. If this type of testing takes place frequently it produces two good results:

1. the student loses his nervousness after the first or second test
2. the teacher has a number of grades upon which he can base a final grade

Many people complain about the rigamarole involved in speaking tests. Nothing can be done more simply. While the students are writing the major test, the teacher circulates around the room with several 4 x 6 cards on which various questions or statements are written. She chooses one, interrupts a given student, asks him to answer the question or make a rejoinder, assigns a number grade and moves on to the next student. It is thus possible to test an entire class in a fifty-minute period.

To Test Writing Skills: The Directed Composition

Directed compositions are an excellent test of writing. The teacher gives the student a topic, tells him what to include, perhaps suggests certain vocabulary items, and leaves the student the freedom to phrase these ideas within what he has learned. This is one of the best demonstrations of language competence and it also teaches the student how to write from the very early stages.

Visuals should not be neglected as a source of testing. A good scene put on the overhead projector can provide the background for an oral or written composition. Yet there is room for a measure of creativity on the part of the student. Pictures and posters can furnish the clue for correct answers. If one asks a student, "What is the weather like?", and the student is to furnish an answer, the teacher can hold up a picture of a rainy scene. The student will answer accordingly. For make-ups the teacher substitutes a picture of a hot summer day and the student writes a different answer to the same question.

This article has provided very superficial consideration to problems of testing. Much has been written and much still needs to be written. A few practical references are listed at the close of this paper. The important principle is, however, to make your testing a vital part of your teaching, to have your testing grow out of your teaching, and to improve your teaching and the student's learning as a result of your testing. Thus, testing becomes a vital part of the learner's experience. He finds out where he makes mistakes, what material he has not mastered, and, consequently, is better able to guide his own learning.

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At Rock Island Senior High School . . .

CHAPTER X

Give Them A Better Chance: One Successful Device To Enhance Student Oral Proficiency

John Blomberg
Spanish Teacher
Rock Island Senior High School

The fire of criticism of foreign language teaching in the United States continues to blaze in spite of innovations such as programmed learning with teaching machines, audio-lingual methods, and sophisticated electronic learning centers. In short, the teacher does not speak the foreign language enough in the classroom; the students themselves are not consistently required to speak enough to express their own thoughts; the language is presented in the classroom in unrelated bits and pieces of grammar and patterns; and written composition which would require students to initiate and put together the language on their own terms is almost wholly neglected. From a background of twenty-five years of teaching experience, I should like to suggest a procedure which, if utilized cleverly, will achieve what is so often lacking in most foreign language classes — the student's personal involvement in everyday realistic situations which are of immediate interest to him. Where this appeal to individual interest is made, it becomes a foregone conclusion that each student will acquire the ability to manipulate a usable core of his new language. The end effect is one of exhilaration and pride.

Presentation of Short Speeches

Let us proceed informally: think of everyone in the room as members of a speech class. The result you wish to achieve is a one or two minute speech from everyone. Although students are not told this at first, your intention is to interrupt the speech with questions so that the talks will actually sound more like casual conversations than formal classroom presentations. Have scattered around the room a few flashy airline posters, or call attention to the full page colored pictures in the text and ask the students to think of an interesting, original narration based on the picture chosen. Stress the fact that no two talks are to be alike, but that class members may help each other by working in small groups during class periods. Tell the students that you, the teacher, will be available at all times to answer any questions they may have. Each student proceeds to write in the foreign language what he wishes to say; to hand in his work to be corrected; then, to memorize and recite the corrected copy either before the class or privately to the teacher while the other class members are preparing the next regular assignment.

The people in the poster must be given names. Now then, what have they been doing? Why are they there? Has the girl in the bathing suit run away from home and will the suntanned surfer really marry her or is the story to be quite tragic, ending in a drowning? What steps are the parents taking to locate the girl? You see, by suggesting some possible action the students begin to see what you want and what they can do, but you have to demonstrate by writing your sample narration on the board in the most elementary language to teach them that if they think complicated thoughts their speeches will come out on a difficult language level and that, after all, what they write they are "stuck with" memorizing! Point out, too, that action is not everything. Description can include colors, parts of the body, articles of clothing, things in nature, and even the thoughts of the characters.

Preparation of the First Draft

Teach them to look for usable patterns in the textbook. Show them how to incorporate the idioms you have been studying. Explain how a dictionary, although important, merely lists words but does not say if such and such a word is the "mot juste" to be used in the particular situation which they are describing. The teacher does these things as he moves among the students from desk to desk, correcting as he goes, letting the students move about the room also, in order that they may consult each other for ideas. Such initial preparation extends for a few periods and then a deadline for the first draft is set. Explain that no grade is given until after the report is corrected and rewritten. If the teacher has required that certain grammatical concepts, such as the use of the subjunctive, be included in the narration, the students will need more time to complete their assignments. The initial phase has been completed. The teacher collects the first copies.

The next step in this device for teaching fluency rests squarely on the shoulders of the teacher. His homework will consist of writing in between the lines the corrections of all errors which have been made. He must check spelling, word order, and usage. If the language is not native to the teacher, it is extremely helpful to have a few contacts in the community who speak the language fluently — those helpful "authorities" the teacher may phone in order to find out exactly how to express certain ideas including slang. **He may use slang. He may teach it correctly. It is a form of communication extremely vibrant in meaning.** Language is dynamic; it is a living thing reflecting considerably more than the frozen textbook patterns. Since correcting these short reports takes time, the students will be doing the regular work in class until all the speeches can be returned together. In step three, the students will rewrite their short narrations, incorporating all corrections and suggestions made by the teacher. The teacher collects the papers once more, assigns a grade, and returns the papers for what will be the fourth step in this device: the students' memorization of what they have written.

Memorization of Speeches

The secret for getting them to talk and manipulate the language begins as the teacher listens to each speech, for it is then that he will interrupt with questions and teach how to answer them. It is time, now, to explain that most questions will be based only on what the students are saying, **so it is important that they know the meaning of what they are saying!** If a laboratory or electronic classroom is available, let all the students practice their talks at once. One will be surprised how much they can memorize since each student is doing what he put together and wrote twice. Here is the chance to monitor for pronunciation and to police the process of memorizing. The need for knowing the passage "by heart" is made quite clear since the students will have to remember where they were in the speech after each interruption. An average second year class can work out between a page and a half to three pages of handwritten material on one side of ordinary notebook paper, 8½ by 11 inches. The poorest students do a little more than half a page. They may want the teacher to pose some practice questions before the talks begin. If this is done, they will be all the more ready. The day before, or earlier, let them draw from a "hat" to determine the order of speakers. They pull out a numbered slip by chance, sign it, and return it to the teacher who will use this slip to jot down such criticisms as mispronounced words, incorrect grammar, strange intonation, etc., as the speech is presented. Since the students' first attempts to reply will necessarily contain errors, the teacher must tell them that he will be lenient in grading the first speech and that he knows it is all new to them. The main idea of this approach is for the student to learn from his errors and to attempt the best possible presentation. The teacher should say that he wants good demonstrators first to serve as models and that he will give extra credit to those who volunteer to go first, in spite of the number they drew. At this point, the instructor takes these volunteers aside and asks them a few sample questions that will be used during their presentation to the class. Since in all probability the first talks will be in the present tense, unless the teacher assigns otherwise, the "dialogue" between student and teacher might go something like this: (in the foreign language)

Teacher: The first speaker is Mary. Mary, which picture are you using?
Mary: This one.
Teacher: That's fine. Are you ready?
Mary: No!
Teacher: That's not fine! Let's begin anyway!
Mary: This girl is called Elaine. She is standing by a palm tree and is wearing a pretty blue bathing suit. Paul is sitting near her on the sand and is happy because he thinks

his father and mother do not know where he is.
Teacher: Do you have a father and mother ?
Mary: Yes.
Teacher: Do they know where you are?
Mary: Yes.
Teacher: Where are you?
Mary: In school.
Teacher: Why?
Mary: To learn things.
Teacher: What things?
Mary: How do you say "chemistry"? (The teacher gives a few names of school subjects and the whole class jots them down.)
Mary: To learn chemistry, typing, and to be in clubs.
Teacher: Is Paul running away from home?
Mary: Yes, he wants to marry Elaine! (Even if this ad lib answer was given incorrectly it is *not* corrected but *praised.*)
Teacher: Why?
Mary: Because she has a lot of money and he is poor . . . etc.

Most of the speeches will be quite unorthodox and totally unlike anything ever printed in a textbook. Many are uproariously funny and quite illogical, but students reflecting on this technique say they learned more from this approach and remembered the material longer than from mere textbook drilling or laboratory tape practice. The one reason they invariably give for this almost total recall is that for once they learned how to say what *they* wanted to say instead of something prescribed by authority.

It is not necessary to have the class hear all the speeches, but before the teacher lets any students come to him and give their speeches in a corner somewhere, he gives the entire class a chance to ask questions of any previous speaker. Here is the teacher's chance to teach word order in questions and to teach the speaker to answer the trickier ones as well as to make statements such as "I don't understand you." or "You are just being silly." The speaker needs in advance to be able to ask questions such as: "How do you say . . . ?" "What's the word for . . . ?" "May I continue my talk now?" "What grade do I get?"

Follow-up to the Presentation

The follow-up for the entire project should include letting the class copy from the board a list of common expressions used in everyday speech. There can be a test over this material and penalties should be attached if the same errors occur in the succeeding talks. The important thing is to use the same core of language in the next talk. If the teacher is working on a more elementary level than the above described project, he lets the whole class read the same story in the text and the teacher and class prepare an outline of the story on the blackboard. At this time the teachers should encourage suggestions and revisions from the class members in order that the students may learn there is more than one way to say a thing. The teacher rehearses possible questions with the students before they present their memorized speeches without interruption. A student oriented activity such as the one described here will, after a few attempts, reveal endless possibilities for the truly interested teacher of foreign languages. It will not be long before the students will ask to tape-record their efforts. At this time the teacher should make every effort to bring in a native speaker who will ask questions of the volunteer speakers. This activity, even if used only infrequently, is much more desirable because it relieves the tedium of cut and dried audio-lingual pattern drills. This device is certainly superior to the old-fashioned lecture method or the demonstration-recite method. Remember to give a good grade for that first speech!

The utilization of the above described technique does not imply that the textbook should be neglected or that other methodologies should be abandoned. It does imply that this procedure is hard to teach because of the extra teacher time involved and the need for greater teacher fluency. The end result, however, is well worth the effort because the students *will* learn to carry on a spontaneous conversation and they *will* learn how to write correctly.

All that has been said in this brief article is primarily applicable to those students who have reached the second and third levels of language learning, although, as stated before, it is possible to achieve measurable results with beginning students during the latter part of Level I. This writer believes that it is important for students to learn what *cannot* be done in a foreign language as well as how to express the same idea in several different ways. Students desperately need the experience of discovering that slang and idioms in one language do not translate word for word in another.

This article may be open to valid criticism, but the author's personal belief is this: **No one methodolgy can be completely effective all the time.** There is a time and place where any methodology can be made more effective by the utilization of special devices or procedural techniques which sharpen the sense of student interest and involvement.

Culture is More than the Mere Study of Literature . . .

CHAPTER XI

Study Of Culture: Relevance Of Foreign Languages In World Affairs Education

Charles Jay
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> ". . . The teaching of contemporary foreign life and institutions is important to our monocultural students . . . If international understanding is to be achieved it requires our help through an honest and sympathetic presentation of our neighbors way of life. The foreign language alone is not enough, but the language in its full cultural content can do much to achieve understanding."
>
> Elton Hocking
> (DFL Bulletin, October, 1965)

Not necessity alone, but necessity plus knowledge is the mother of invention.

The crying need for Americans to understand more completely the world in which they live has placed an even greater role on the study of foreign languages. For this reason it is hoped that the study of *any* foreign language will be a catalyst in assisting the student to escape from the ethnic-centered attitudes of his own small community in order to participate in the broader world community. And on the shoulders of our secondary schools lies the vital responsibility of synthesizing a young person's social learning and focusing the attention of the individual on the world around him. The essential consideration ought simply to be this: **foreign languages must serve both a specialized and a generalized function in the school curriculum.**

The World other than America

From the study of foreign languages emerges the concept of the world-other-than-America. The imbalances which are present in our world can be corrected only by the most basic understanding and development of mutual respect among diverse peoples. A perusal of the evening paper or the watching of the late news on television brings home the fact that the peoples of the world are working out their destinies in a dynamic global setting. Perhaps one of the tasks of foreign language instruction should be very similar to that of the social anthropologists: to identify the needs, desires, and aspirations that are common to all mankind while also pointing out how people are uniquely different. It is not an overstatement to say that language is the most complete expression of the culture of any people. For that reason the study of foreign languages must have a niche in the social studies curriculum with history, sociology, anthropology, and social psychology. A realization of the interrelation of world cultures should be one of the functions of the foreign language classroom.

Bilingualism: Its Limitations

It should be made crystal clear, however, that bilingualism itself does not insure *ipso facto* a respect for other cultural patterns. The traditional hostility between France and Germany has been until recently a bitter reality, even though the language of each was commonly taught and understood by the other. Likewise, the press has recently described the deep animosities between the Flemish and Walloon communities in Belgium. "Bi-lingual" or "multi-lingual" societies may often claim such titles in theory only. Although French Canadians may commonly speak English, it is, indeed, unusual to find French widely spoken by Anglo-Canadians. Linguistic minorities in many nations may speak the language of the majority group but, again, this is not synonymous with the existence of mutual cultural and linguistic respect between the groups. Although those who speak Catalan, Breton and Quechua have, out of economic and social necessity, quite often learned the language of the dominant group in their respective countries, there has been no diminution on the part of these minorities in their legitimate fear of submersion by the majorities. "Quadri-lingual" Switzerland is an interesting case to consider. Cited in every American elementary school as the apex of linguistic harmony, it does not seem to the traveler that this is quite the case. National life in Switzerland is fractured, the cantons still taking precedence over the nation itself. A loose confederation works sufficiently well, and a certain tolerance and respect *does* admittedly exist among the four linguistic communities. But to call Switzerland a multi-lingual society necessitates a careful scrutiny of the claim. German is spoken by about two-thirds of the Swiss population, and is the dominant language in 80% of the land area of the country. The remaining official languages — French, Italian and Romansch — are actually spoken by less than one-third of the population. The isolation resulting from rugged terrain makes some cantons entirely monolinqual.

The writer, then, would urge the reader to share with him an examination of the problems which exist in "bi-lingual" societies. Different linguistic groups can and do live harmoniously: *(1) where the majority group does not attempt to politically and economically dominate lesser linguistic groups; and (2) where other cultural differences such as religion do not preclude peoples who speak different languages living together amicably.*

The Problem of Isolation in America

However, the conflicts arising in such societies are the products of sharp cultural rivalry and not necessarily a result of the crippling ethnocentrism prevalent in American society. Linguistic and cultural groups in many nations fight aggressively to maintain their identity. Our children suffer instead from the cultural arrogrance born of isolation from other cultures, rather than from healthy confrontation with such groups. One may say that European societies for all of their physical and cultural proximity have, but for the exception of small academic and commercial communities, remained in basic isolation from each other. But this has not been from a lack of knowledge of another's language, *but in spite of it.*

Bi-lingualism is not in itself the answer to cultural understanding among people. An indispensable asset, it must be fortified by the strongest possible sensitivity education. With knowledge of the language must exist a similar knowledge of the social, religious, and economic attitudes of a people. The foreign language teacher has a moral obligation to impress upon his students the ways in which the people who speak French, German, Spanish, Chinese, Arabic, and Swahili reflect both cultural relativism (their uniqueness) and their cultural universalism (those things all people hold in common). True, every culture does have its own goals and its own value orientation, and in significant repects these are unique to each culture. Yet at the same time people from the Polynesian, Chinese, Japanese, and European cultures have learned how to live in harmony and to appreciate one another in polygot Hawaii because they have discovered the really vital respects in which they are similar human beings. Both approaches have a place in the foreign language classroom. A high priority task of the foreign language teacher is to search for and develop a balance of both kinds.

Language Study is a Strong Link in the Social Studies

As a strong link in the social studies curriculum, the study of a foreign language aids the student in "internalizing" the idea of culture. To internalize is to fuse the characteristics of a foreign culture with one's own feelings and attitudes. The culture of a foreign country becomes important for us only to the extent to which we are able to make this fusion. The real test of whether the effort to understand another people has been worthwhile is the degree to which we have integrated our study with a genuine attempt to look at our world differently than we did before.

To this extent it would seem that the study of a foreign language is a vital part of general education. The ability of the student to master all communicative aspects of the language constitutes its specialized counterpart. The residual qualities of foreign language study as part of general education are of such equal importance, however, that this writer believes it would be extremely unwise to bar students lacking in the ability to master the four communication skills from the study of a foreign language. Whether it means a separate "track" or even a continuation of the much criticized two-year sequence, those students who either do not intend to enroll in college or cannot be expected to develop significant fluency in the language *can* derive much benefit from the study of a foreign language. It is a lasting indictment of the foreign language profession that barriers have been erected which exclude that very student — often weak in verbalization skills in his own language and often culturally deprived in every sense of the word — who might profit most meaningfully from exposure to a world outside of his own.

If one may borrow from the very real jargon of our day, the study of a foreign language may be construed as "compensatory" education for American youth at *all* ability levels. There is a crying need on the secondary school level for our students to find better assimilation into the world order that is evolving. For many, there will be no further opportunity through formal educational channels. It was mentioned earlier that even in those European countries which emphasized the study of foreign language in their respective educational system one saw the generation of tensions and violent upheavals of a quite literal kind. Why has there been so much unrest on the European continent? One might revert to the sociological term "acculturation" — the process by which members of one culture acquire some of the characteristics of another. Although the European states have been in prolonged contact for centuries it was erroneously assumed that the breakdown of language barriers (the widespread study of foreign languages among the "educated") would facilitate peace and understanding. One of the great problems the world faces today is how to effect such processes as acculturation, not with violence but with peaceful benefit to all the cultures that inevitably find themselves in direct and increasing contact.

Importance of Liberation From the Old Cultural Restrictions

This writer recently produced a television program pertaining to the role of foreign languages in world affairs which was presented on a local Springfield station. Student participants agreed with Harper Lee's observation in *To Kill a Mockingbird* — "You may never understand a person until you climb into his skin and walk around in it." These high school students felt deeply that the study of a foreign language involves the individual in the culture of which the language is an expression and liberates him in a new and meaningful way from the old cultural restrictions imposed by nation and community. They acknowledged that while the primary purpose of foreign language study is to develop a proficiency in the language they were grateful for the cultural generalizations which would aid them in living in a pluralistic world.

Problems increase as any discussion of the cultural functions of foreign language study progresses. The adequate preparation of classroom teachers assumes tantamount importance. Nelson Brooks observes that it is necessary to make an excursion into the field of cultural anthropology — "Every element of language corresponds to a segment of the totality of the thought and action and surroundings of those who speak it. It is this point-by-point relationship that gives it currency and value in the culture to which it belongs."

"Formal" and "Deep" Culture

Brooks continues by discussing both *formal* and *deep* culture and concludes that approaches to both are important in the foreign language classroom:

> ". . . We must also distinguish between verbal and non-verbal culture, between the food we are offered and what we say as we accept. And we must make a still further distinction for which I propose the terms *formal* culture and *deep* culture, meaning by formal culture the results of creative endeavor, the achievement of intellectual and artistic genius, and all the various modes of significant thought and genteel living of which a country is fully aware and justly proud, and is quite ready to talk about, to display, and even to export. By deep culture, in contrast, we refer to individual thoughts and actions, the beliefs and concerns and hopes and worries, the personal preferences and the personal possessions, the many and subtle gradations of interpersonal relationships as expressed in deeds and words, the day-by-day details of life as it is lived — often with little or no awareness — at home and at school, in church and in celebrations, in childhood and in manhood, in country and in city — in a word, what it is like to be a Japanese or a German or a Peruvian. The word "culture" has many different meanings, and we must learn to agree on which meaning is meant. But not to learn culture, both formal and deep, is not to learn meaning, and in language learning we would be left with the sounds and forms and syntax that referred to our own culture, or to the wrong thing, or to nothing at all."[1]

Foreign Languages as Part of General Education

This writer may have placed himself in the eye of something very similar to Hurricane Beulah. However, even though the ire of many "humanists" may be provoked — I am speaking here of those holders of advanced degrees who are primarily concerned with preparing others to obtain advanced degrees in our graduate schools—the risk seems well worth the effort. Those in higher education who feel that the social sciences are infringing upon the humanities in our schools may be correct in their observations, but they fail to see the broader implications of foreign language study beyond the college classroom. They have made little attempt to approach the problem of foreign languages as part of general education. They often seem far from the position of Elton Hocking:

> Essential to the national interest today is a reasonable understanding and tolerance of ethnic groups and foreign peoples. This has been well termed "a new educational imperative." Such understanding or tolerance is surely the work of the schools rather than the colleges, for prejudices, like languages, are best learned in childhood. Now it would be absurd to pretend that knowledge of a foreign language insures tolerance of the other people; Winston Churchill once commented that the British and the Americans were "divided by a common language."

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[1] Brooks, Nelson. "The Ideal Preparation of Foreign Language Teachers", *Modern Language Journal*, Vol. L, No. 2, February, 1966.

> But the long sequences of foreign language study do open up exciting new possibilities: for example, the integration of social studies with a foreign language. Based on the Trump Plan, using a wealth of A-V resources from abroad, and preferably vitalized by the presence of exchange pupils from the country concerned, such a long-term immersion in a foreign civilization and language could provide socio-cultural insights and empathetic understanding of another people. Literature would of course have its part in this — a more meaningful part than at present — for it would be presented, like the language itself, in its full situational and behavioral context.[1]

Is the Advanced Study of Language the Study of Literature?

The objectives voiced by many foreign language departments in colleges and universities in emphasizing the cultural aspects of foreign language study at the expense of the traditional emphasis upon literary skills are but encrustations which have accumulated in American higher education from the nineteenth century. In their philosophy and organization many college foreign language departments remain closer to the nineteenth century classical tradition than to the realities of human existence on the eve of the twenty-first century. It is impossible to assess the damage inflicted upon the quality of teaching and the status of languages on pre-college levels by what Hocking calls the two archaic assumptions of higher education: "first, that the principal function of the schools is college-preparatory; and second, that the advanced study of 'language' must in fact be the study of literature."[1]

The NDEA Institutes and Culture

The NDEA Institutes have succeeded in emphasizing foreign cultures in a manner which teacher-education programs in our universities might well emulate. The nature of the courses in the Institutes reveals that "culture" was conceived in the broadest sense of the term. The courses have been designed to increase the participant's understanding of all important aspects of daily life and culture in the foreign language. Joseph Axelrod, as member of a visitation team, makes the following observations about these NDEA Institutes in *The Education of the Modern Foreign Language Teacher for American Schools* (The Modern Language Association of Ameıica, 1966):

> This breadth [of cultural content] seemed to the visiting team to be exceedingly important, for every foreign language teacher, at every level, is an interpreter of another culture and a bridge between that culture and our own. The Institutes have tried to help teachers become more effective interpreters of both cultures. In the Institutes the culture courses have therefore had to go beyond the customary study of literature, art, music, and philosophy. Another ingredient has been added — the approach developed in recent years by the behavioral scientist as he tries to understand contemporary life in another society.
>
> . . . A member of the study team reported on a course in Latin-American civilization that he observed and which, he asserts, "strikes me as having a good

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[1] *Journal of Secondary Education,* Vol. 39, No. 6, Association of Secondary School Administration.

[1] Hocking, op. cit., p. 6.

> transfer potential to college language departments." In this course the instructor was a native American with long residence abroad. Our visitor's description continues: "The course covered important movements and masterpieces in history, literature, and the arts and also focused on the patterns of contemporary thought and expression."

The Institutes have provided, in a very positive manner, cultural insights by means *other than the mere study of literature*.

Recommendation of Axelrod Committee

Doctor Axelrod's visiting committee made the following recommendation after observing NDEA Institutes:

> ***The study group strongly recommends that a teacher-training program in foreign language require the candidate to study the foreign culture, both historically and in its contemporary form. While work in literature is highly important, study of the other arts, of the role of science and technology in the foreign culture, and of its entire social structure must find a place in the required curriculum*** [emphasis mine]. Without a knowledge of the values and habits of thought in the culture for which the foreign language serves as the medium of communication, the teacher of that language is severely handicaped professionally.

While no one expects college departments of foreign languages to develop their *entire* curricula around the preparation of teachers, the harsh reality is that most of their majors and minors *do* become teachers whether they are prepared or not. Many of these new teachers will encounter thousands of high school students who, unfortunately, will study a language for only two years. These teachers, most of whom have been oriented in literature-drenched college curricula, have great difficulty in gleaning the cultural monuments of a non-literary nature. A study of the foreign civilization and contemporary patterns of culture may have lasting value for the high school student who holds neither pretense at fluency in the language nor aspirations for an analysis of the literary achievements of that language.

The writer has suggested throughout this article that the cause of understanding among peoples in our world will be facilitated by pre-college programs in foreign languages which include the approach of the behavioral sciences. The strictly "humanities" approach must be reserved for those graduate schools which are engaged in scholar- and research-education rather than teacher-education. Even in these latter categories, however, much caution must be exercised since these professors will become teachers of teachers.

A pursuit of special interests, an examination of the contributions of previous ages, and an analysis of linguistic intricacies must be strengthened in the humanities programs of our universities. Some accommodation must be made by higher education, however, to the fact that *these* goals of foreign language study are not always relevant at pre-college levels. It is unrealistic, therefore, to produce classroom teachers whose objectives are too narrowly anchored to these aims.

While visiting a school recently the writer suggested to a classroom teacher the importance of developing international understanding by means of cultural emphasis in the teaching of foreign languages. She replied that she had only time for "essentials" — time did not allow a treatment of other elements. It should be possible for one to recognize her dilemma without conceding that the ability of people to live together in our world is non-essential.

"Language and Beyond"

In the future, when confronted with this reply, I shall find no better retort than the conclusions reached by Cecilia Ross in an article entitled "Language— and Beyond", which appeared in the *Northern California Foreign Language Newsletter* (Vol. XVI, No. 64, March, 1968). Largely because of the urgency of its appeal this article is included in its entirety:

> The impact of Sputnik on the teaching of FL in the U.S. resulted in increased numbers of FL classes, in more FL students attending those classes, and in the 'audio-lingualizing' of the teaching of FLs.
>
> We have marched forward in the last ten years and we have made progress: teachers have become aware of their weaknesses, NDEA language institutes have tried to correct them, students have been exposed to spoken language through the voice of their teacher and through TV programs, records, tapes, language labs, visual aids, programmed learning, and other electronic inventions. A newspaper writer friend of mine, whom I invited to visit our language lab, exclaimed full of awe: "¡ Ojalá lo tuvieran cuando yo era nina!". For all this, we must be very thankful. Federal aid for FL, as well as for the Sciences and Mathematics, has certainly not gone to waste. Better teachers and better teaching is progress and makes a country stronger.
>
> Still, we don't seem to be succeeding in 'communicating' with people of other countries. And not because we lack expert interpreters and translators, but rather because we have not yet been able to capture and convey to our students that "something" which lies behind the spoken and the written word, that "quantum," that undefinable "quid" that makes up the means of expression of a people.
>
> Our public school teachers will point out that "there is no time for all this in our schools. We have hardly a chance to teach the elements." I sympathize with them, but I retort that one must find time for things that are important. And this 'quid' is important. The Peace Corps has become aware of it. Part of the Peace Corps training is devoted to observing and learning hand-shaking, table manners, and to lectures illustrating the basic cultural patterns of the country the volunteers are to live in.
>
> The good language teachers of the present — and of the past — certainly understand the importance of this 'quid', for the good language teacher has always tried to teach 'beyond the word,' 'beyond the textbook.' He has tried to present to his students such figures as those of Hals, Pasteur, or Pushkin, who certainly have contributed greatly to the culture of their countries, but let me point out here that their national cultural patterns are made out of more than Frans Hals' rugged paintings, or Pasteur's revolutionary discoveries, or Pushkin's choice writings. Perhaps a dear friend . . . has tried to express this when in a letter to the editor from Parede, Portugal, he says: "When our maid became ill, we went to see her twice, and we have come to some appreciation of life of the humble. She lives in a basement, keeps it immaculate. Her daughter showed us her

hope chest, filled with beautifully embroidered linen some that she had made, others that had been given to her. The time spent in that intricate work! And the problems of washing the linens and ironing them! But their time is cheap. When we dropped in the second time, the family was having supper. Afterward they insisted on taking off the plastic tablecloth and putting on a linen one to serve us tea and cherry brandy with cookies . . . Those people manage to live with pride, immaculate in the cleanliness of their houses and in the honesty of their dealings and they make beauty in their lives. Our maid cultivates her tiny garden with love, and brings us flowers whenever there are any."

Only when we have an understanding of this "quid" and are able to communicate it to our students, shall we have done a complete "job" of our language teaching, and shall we be able to claim to have contributions to a better understanding of the peoples of the world. Being able to say: "Bonjour, monsieur" is not sufficient.

It is possible that only through a thorough study of the traditions, the psychology, the historical and anthropological background, the letters, the music and the arts, we might be able to discover what makes that man in that country "trigger" in a certain situation, under certain stresses. Only then shall we be able to understand our fellow beings — friend or enemy — and perhaps we may this way be able, if not to avoid wars altogether, at least to be in a better position to win them.

In short, it is paramount that to the four language skills we now add a fifth — the proper study of culture.

CHAPTER XII

STATE OF ILLINOIS

GUIDELINES
FOR EVALUATING
FOREIGN LANGUAGE PROGRAMS

Prepared by Pat Castle and Charles Jay
Foreign Language Supervisors
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INTRODUCTION

The foreign language supervisors in the Office of the Superintendent of Public Instruction have concluded from teaching experience, extensive observation in classrooms throughout the state, and discussions with other teachers and state foreign language supervisors that there is a great need for a statement of simplified criteria by which the schools may measure the excellence of their foreign language programs.

Consequently, it is our hope that this guideline will provide suggestions for developing the best possible foreign language curriculum to meet the needs of each individual school, and will focus attention on the audio-lingual-visual method of instruction as the most appropriate way to teach a modern foreign language in the classroom. Emphasis should be placed upon the fact that this method, properly taught, *does* include grammar explanation and drills and *does* include reading and writing from the beginning level. However, these skills should be emphasized only after reasonable progress has been demonstrated in a comprehension-speaking sequence by the student. Writing is not designed to meet the needs of people who are *learning* a language. It is designed only for those who already know how to say the ideas they wish to express. *Therefore, it is essential that all students should have an oral command of the lesson material before exposure to reading, writing, and rules of grammar.*

This guideline is an attempt to list those questions most pertinent to establishing or maintaining an excellent foreign language program. It is our opinion that all questions included herein should be answered "yes". A negative response to these questions would indicate a need for a thorough evaluation and improvement of the existing foreign language program.

We are aware that some teachers will not agree with the philosophy expressed by these questions. The foreign language supervisors in the Office of the Superintendent of Public Instruction welcome the opportunity to discuss these and other questions with those who are interested.

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I. SEQUENTIAL FOREIGN LANGUAGE PROGRAMS

A. Who should take a foreign language?

1. The opportunity of learning to speak a foreign language should be a part of the basic curriculum of all students, and the widespread tendency to encourage only students of exceptional ability to study a foreign language is a form of academic "elitism" that *must* be discouraged.
2. Any foreign language program should be developed in such a manner that the average student in a normal class can achieve the essential goals of the course.
3. In schools with sufficient enrollment it is preferable to have homogeneously-grouped classes in order to meet the specific needs of the exceptionally gifted and college-bound student as well as the average student.
4. Whatever the situation, the good teacher must provide the supplementary work necessary for each student to achieve his maximum potential.

B. How long should the foreign language be studied?

1. The two-year foreign language program *does not* meet the needs of present-day students.
2. A three-year program is the absolute minimum sequence which should be offered to high school students.
3. A six-year program in at least one foreign language should be the goal of every school system in Illinois.
4. Any language should be studied in an unbroken sequence from the grade in which it is started through grade twelve.
5. Schools should avoid the luxury of attempting to offer more than one foreign language until a long sequence in one language is successful. One language taught for four years is much superior to two or more languages taught for only two years.

C. What texts and materials should be used in the classroom?

1. Any of the well-known high-quality, sequential audio-lingual-visual series should be used as the basic text materials for each language. The term "level" should be understood as meaning a certain segment of sequential development within the total language program. It usually takes more than one school year to master the material commonly included in a textbook "level", but the teacher must *never* omit any of the units in these sequential text series. (See page 8 for description of proficiencies re-

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quired for each level.)

2. Traditional programs which emphasize grammar-translation instead of the more fundamental skills of comprehension and speaking should be thoroughly examined and, in all probability, discarded at least in the beginning years.
3. The audio-lingual-visual aids which correlate with the text materials of each lesson are a necessary part of the course. The importance of using them correctly cannot be overemphasized.
4. Although supplementary materials are desirable in any foreign language program, great care must be taken in the beginning years to select materials that are appropriate to the goals sought at that level of instruction.
5. All teachers must realize that visual aids are a valuable asset in learning a foreign language. Whenever possible, a visual should be used to convey the meaning of a word, phrase, sentence, or abstract idea rather than the use of English.
6. Common visual aids that will prove helpful are pictures, slides, filmstrips, films, flash cards, transparencies, charts, and objects themselves. These should be used daily.

D. What electronic equipment should be used in the classroom?

1. The materials which compose any audio-lingual course require, by their nature, the use of some electronic equipment.
2. A minimum essential for each classroom is a tape recorder and the tapes to accompany the text.
3. The excellent foreign language program should include the daily use of short, intensive taped-drills which reinforce the text materials. Electronic equipment which features high-quality, audio-active earphones and boom microphones accelerates the mastery of foreign language skills.
4. The confusion that results from the great variety of electronic equipment on the market necessitates careful discussion with state foreign language supervisors, other specialists, and company representatives before any decision to purchase is made.
5. Today more than ever, all teachers and administrators should be aware that electronic equipment in each classroom is far more desirable than the separate language laboratories which were recommended some years ago.
6. Teachers and school administrators should recognize the fact that dial access information retrieval systems and programmed learning devices, which promote individual learning rates, will eventually replace the present classroom equipment.

AFFIRMATIVE ANSWERS TO THESE QUESTIONS INDICATE ATTEMPTS TOWARD EXCELLENCE IN FOREIGN LANGUAGE PROGRAMS

I. GENERAL METHODOLOGY

1. Does the teacher maintain a classroom atmosphere conducive to learning?
2. Do the teaching techniques display understanding, enthusiasm, helpfulness, imagination, and sound learning procedures?
3. Are lessons and units carefully planned and conscientiously presented?
4. Is there an opportunity each day for maximum individual drill and recitation?
5. Is the presentation lively and varied?
6. Is the use of English kept to a minimum in the classroom?
7. Is each presentation carefully planned to achieve specific goals and solve problems related to learning the foreign language?
8. Is emphasis placed upon correct pronunciation at every level of learning?
9. Are the principles of syntax, phonology, and morphology introduced in a systematic manner which directs the student's progress in language learning.
10. Are practice records available for each beginning student for out-of-class assignments?
11. Are out-of-class assignments carefully explained and begun in class with attention given to eliminating "busy work"?
12. Is the opportunity for remedial instruction provided?
13. Can students easily understand and use the materials studied in the dialogues, structure drills and oral narratives of the text?
14. Are students able to read and write correctly what they can comprehend and say accurately in the language?
15. Can students who are terminating a four-year sequential program read selected works of fiction, popular magazines, and newspapers, in the lanuage?
16. Are electronic equipment and tapes used daily in short, intensive, drill periods (ten-minute maximum per drill) rather than in long, exhausting twenty- or thirty-minute drill periods?
17. Where a laboratory or electronic classroom is available, do existing facilities accommodate the needs of each student in the largest class?
18. Can the teacher operate the electronic equipment correctly?
19. Has the teacher learned how

to use audio-lingual-visual materials effectively?

20. Is the presentation of basic materials sufficiently flexible to permit adaptations, recombinations, and variations of the original?

II. ELEMENTARY FOREIGN LANGUAGE PROGRAMS

1. Is an elementary foreign language program considered a desirable part of the total school curriculum by the faculty and community and not merely an extra-curricular activity suitable only for gifted children?
2. Has a six-year foreign language program (7-12) been established before thought is given to developing the program in the elementary grades?
3. Is the basic goal of the FLES program the enjoyment of using a foreign language through the sequential development of simple comprehension and speaking skills?
4. Is one of the *good* sequential elementary foreign language series used as the basis for the program? (Developing one's own program is unnecessary and undesirable because excellent sequential programs are now available).
5. Does the FLES program provide an opportunity for every student to understand and speak the language while at the same time making authentic progress in the basic structures of the language?
6. Are the FLES teachers skilled in the methodology which will motivate the interest of children in learning a foreign language?
7. Are the FLES teachers sufficiently fluent in the foreign language to teach capably the materials at each level?
8. Does the class meet daily for at least twenty minutes?
9. Are many kinds of visual aids used daily in a lively presentation of the material to be learned?
10. Does the elementary teacher realize that at the beginning level the teaching of reading and writing in the foreign language is not desirable and very little, if any, time should be devoted to it?
11. Is writing introduced slowly, and does it consist mainly of copying and dictation based on material already mastered orally?
12. Is the sequential elementary program closely articulated with the junior high program?
13. Is a realistic evaluation of the progress of each student made at the end of the elementary sequence by using standardized tests in order to determine whether the child can successfully continue in the junior high program?

III. JUNIOR HIGH SCHOOL FOREIGN LANGUAGE PROGRAMS

1. Are parents and student made aware of the fact that foreign language study before high school should be thought of as material presented *in addition to* the high school course, and *not instead of* the high school program. **High school credit should not be given for junior high school work unless the same language is studied for at least two additional years in high school.**
2. Is the junior high school program articulated with previous elementary experiences to avoid a repetition of materials and to insure continuous progress?
3. Is it possible for a student who is beginning his study of a foreign language in grade 7 to continue through grade 12?
4. Are the materials used at this level appropriate for junior high school students?
5. Do classes in grades 7 and 8 meet five days per week for at least 30 minutes each session?
6. Does the junior high school have and use electronic equipment comparable to that of the senior high school?
7. Do the junior high school teachers have the same professional qualifications as the high school teachers?
8. Is the equivalent of one year of a beginning high school foreign language completed during grades 7 and 8?
9. Is a definite effort made to encourage those students who have successfully completed grade 8 to continue the study of the same language throughout high school?

IV. HIGH SCHOOL FOREIGN LANGUAGE PROGRAMS

A. ADMINISTRATION

1. Are school administrators and guidance counselors informed on pertinent aspects of the new approach to modern foreign language study (values, goals, techniques of study, criteria of pupil selectivity, and college entrance requirements)?
2. Does the school administration or the foreign language chairman provide for in-service training of foreign language personnel?
3. Are foreign travel, attendance at workshops, and credit courses encouraged by salary increments and/or released time?
4. Is the foreign language chairman allowed to assist in the selection of foreign language staff?
5. In large schools is there a department chairman or foreign language coordinator who observes classes on a regular basis, supervises other teachers, and

calls regular meetings at least once a month to discuss common problems?

6. Is the foreign language staff urged to examine, evaluate, and select new instructional materials and equipment?
7. Is a large proportion of the school population enrolled in foreign language classes?
8. Are classes on the beginning levels limited to not more than twenty students per class?
9. Are pupils encouraged to continue foreign language study as a result of good scheduling and good counseling practices?
10. Is each successful pupil able to study one foreign language for at least three years?
11. Are advanced classes offered even though enrollment is less than ten pupils?
12. Is an attempt being made to lengthen the sequence of foreign language study to more than four years?

B. BEGINNING HIGH SCHOOL LEVELS

1. Does the foreign langauage teacher have speaking competency in the language he teaches?
2. Are the course materials adequate to meet the objectives of the audio-lingual-visual method of modern foreign language teaching?
3. Are the skills of comprehension and speaking always taught in context?
4. Does the student achieve a high degree of fluency in the use of a controlled number of meaningful speech patterns?
5. Is vocabulary restricted to what is necessary for thorough and natural sounding practice of the forms and structures being studied?
6. Are reading and writing postponed until oral mastery is achieved in each lesson?
7. Does the teacher make a conscious effort to provide cultural information for each level without sacrificing time which should be devoted to a mastery of the language itself?
8. Does the teacher maintain thorough familiarity with current professional literature and developments in teaching foreign languages?
9. Is the teacher achieving goals that are consistent with the goals of the total foreign language program?

C. ADVANCED HIGH SCHOOL LEVELS

1. Does the program on the advanced levels take full advantage of the oral-aural skills already developed, and continue to develop them?
2. Is the major stress now on reading and writing?
3. Does vocabulary development, drawn mainly from reading, proceed rapidly after the basic patterns are mastered?

4. Are students reading with comprehension without translating?
5. Is the emphasis placed on reading well-known contemporary authors of clearly established reputation?
6. Does the reading consist of novels, short stories, plays, newspapers, magazines, etc., accompanied by discussions in the foreign language of the material read?
7. Is there appropriate supplemental reading material available for all advanced pupils?
8. Are students encouraged to use a dictionary written entirely in the language being studied?
9. Does reading, which is very important at the advanced levels, provide many and varied opportunities for the acquisition of cultural information and insight?
10. Do cultural insights become a more important goal of learning?
11. Are students drilled on weak points of general grammatical structure only as they are encountered in the reading?
12. Is considerable class time devoted to oral reports, resumes, explanations, criticisms, and questions based on the material read?
13. At the most advanced levels is time devoted to a discussion on literary style and form of the material read?
14. Are students writing with an awareness of grammatical structure, an enlarged use of vocabulary, and expressions of creativity appropriate to their level of study?
15. As style becomes observable in the reading, is it given attention in the student's writing, emphasizing quality not quantity?
16. Is some time devoted to the development of the art of translation which means transposing or interpreting concepts from one language to another?

D. LATIN PROGRAMS

1. Does the Latin teacher work in close collaboration with departments of English, history, and modern foreign languages in order to enrich learning experiences?
2. Is some emphasis placed upon history, literature, philosophy, art, and archeology as well as upon grammar and syntax?
3. Are text materials oriented away from the narrowly grammatical and factual approach to the study of Latin so that students are aware of the effect of Latin culture upon Western civilization?
4. Does the teacher create among his students an awareness of contemporary political, ethical, and esthetic issues?
5. Is an appreciation of the structure and beauty of the Latin

language itself instilled in the mind of the student?

6. Does the teacher impress upon students that Latin should not be studied merely to serve as an aid in the understanding and manipulation of the English language?
7. Does the student understand the structure of the language at his level of achievement?
8. Is each student given an opportunity for meaningful daily recitation?
9. Are some audio-lingual-visual materials used to supplement text materials?
10. Has each pupil attained some skill in direct comprehension of written material as well as in translation of Latin into English?
11. Is a minimum of written work required throughout the study of Latin?
12. Have students in advanced classes read classical masterpieces with understanding and appreciation?
13. Do students in advanced classes, in addition to Latin readings, read the classics in translation in order to cover a greater scope of material related to civilization?
14. Can students in advanced classes read Latin prose or poetry with a fair degree of direct comprehension?

VI. TESTING EVALUATION

1. Is evaluation recurrent and planned?
2. Does the teacher use testing materials designed to test exactly what has been taught?
3. Are frequent short tests given and graded promptly to inform the student of his progress?
4. Are students tested regularly for comprehension and speaking skills?
5. Do teacher-made tests reflect, as one result of professional readings, current and sound testing procedures?
6. Is there a definite written evaluation of each student's performance in the skills of comprehension, speaking, reading, and writing available at the end of each year?
7. Is there a supervised program each year for administering appropriate standardized examinations in each language?
8. Is the final grade based on oral and written tests which evaluate performance in the basic skills?
9. Are senior students given the opportunity to examine common types of college entrance exams?

TITLE III, NATIONAL DEFENSE EDUCATION ACT

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Our habits follow us even when they
no longer serve any purpose.
Marcel Proust